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ABSTRACT

This is an evaluation report of ESEA Title I programs in St. Louis, Missouri which maintains that despite the decline in funds, St. Louis' Title I children held their own. In 1970, these students scored about two months higher on achievement tests than they had in 1966. The fact that Title I students are not losing ground is considered a significant achievement. Each report included in this evaluation has two sections. The "Program Summary" section describes the objectives of the program and its basic procedures for achieving the objectives; it also summarizes the evaluation. The second section, the "Monitor's Report," is intended for readers with more interest in the details of the evaluation; it views the problems and progress of the project against the backdrop of the previous year's evaluation, and projects new priorities for the coming year. Some of the programs include: (1) addition of remedial teachers to elementary schools; (2) setting up multi-media study-learning resource centers; (3) making available cheap cold lunches; and, (4) opening of Lincoln Opportunity High School for students suspended from regular high school programs. [Because of the contrast on a few pages of the original document, information about the contact, number of participants, time, staff, and cost of the program given on these pages may not be as clearly legible as the rest of the document.] (Editor/JW)

ST. LOUIS TITLE I PUBLIC SCHOOLS AND PROGRAMS

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Program	Number
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Remedial Teachers	2
Lincoln Opportunity High School	3
Instructional and Supplementary Services	4
Study-Learning Resource Centers	5
Mini-Grants	6
Audiovisual Services	7
Curriculum Materials Center	8
Vit-A-Lunch	9
Work-Study High School	10
Summer School	11

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ION OF EVALUATION
AND RESEARCH

SAINT LOUIS PUBLIC SCHOOLS

EVALUATION REPORT
ESEA TITLE I

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November, 1970

Clyde C. Miller
Acting Superintendent

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PREFACE

In the four years of Title I, the amount of funds provided St. Louis has decreased from $5.2 millions in 1966 to $5.1 millions in 1970. In the years between 1966 and 1970, there was even less money from Title I. The $5.1 million allocated in 1970 was able to purchase less than the same amount had purchased in 1966. State support has fallen off: St. Louis was denied $3 million by the defeat of the 1970 State income tax referendum. The decline in the city's student population brings with it a decline in State aid. Depressed property values in the city produce fewer local dollars each year. Since 1966, the number of children on ADC in St. Louis has nearly doubled. There were 22,000 ADC children in 1966 and 42,000 in 1970. While the need for expanding successful educational programs grows, the resources for supporting the programs decline.

The Federal government has introduced and will enforce the principle of accountability in Title I programs. St. Louis has no quarrel with accountability in principle. Accountability is an old and familiar concept, as stern and basic as the maxims that appear from time to time in this report. Title I gives public funds to produce results in the learning of disadvantaged children, and it is only reasonable that a school be judged on its performance. The St. Louis Title I projects are developing performance criteria. This report candidly reflects St. Louis's willingness to be judged by the learning it produces with children.

Accountability works two ways, however. When demands for performance are made, resources for meeting the demands must be supplied also. Despite the decline in funds and the increase in numbers of disadvantaged children, St. Louis's Title I children have held their own.

Poverty is an accepted predictor of learning disability: when numbers of poor children increase, we expect to see achievement in basic skills decline. That has not happened. Actually, in 1970, Title I students scored about two months higher on achievement tests than they had in 1966. The fact that Title I students are not losing ground is no cause for jubilation, but it is a significant achievement, considering the task.

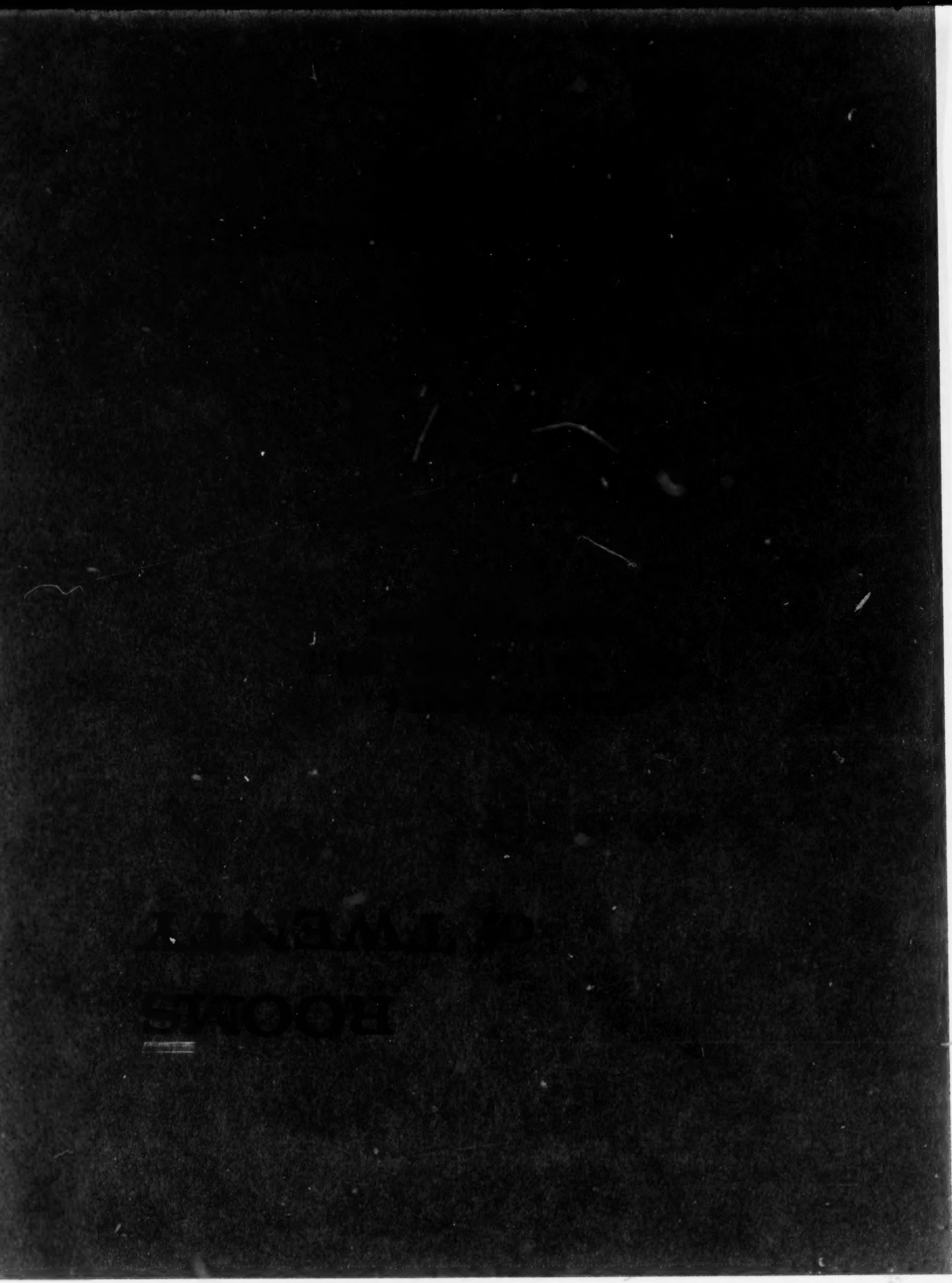
Each report in this volume has two sections. The "Program Summary" section describes the objectives of the program and its basic procedures for achieving the objectives. It also summarizes the evaluation. The first section should be

suitable for readers who have only a general interest in the project. The second section, the "Monitor's Report," is intended for readers with more interest in the details of the evaluation. The "Monitor's Report" views the problems and progress of the project against the backdrop of the previous year's evaluation, and it projects new priorities for the coming year.

The reason for having a report like this is to communicate with people who have an interest in the projects and the schools. That is a broader audience than most reports assume: it includes not just government officials and researchers who get paid to read reports; it includes the people in the schools and parents too. The effort and good will of teachers, principals, and parents often make the difference between a project that fails and one that succeeds. If school people and parents are clearly and directly informed of the programs, more effort and more good will may follow.

We thank the students, their teachers and principals, and other administrators who gave us information and cooperation during the evaluation.

We especially acknowledge Gordon H. White's contribution to this report. His help with measurement and evaluation designs, and his skillful management of computer operations were vital services. Emily Bever helped analyze, digest and communicate much of the data in the report. Madeline Coran helped with some editing and the graphics. David Mahan and Elaine Afton offered reactions and perspectives that were helpful.



ROOMS OF TWENTY

Contact : Mrs. Edna Ricks
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865-4550

Number of Participants: 1,961

Time : Regular Year

Staff : 98 Teachers
4 Physical Education Teachers
8 Supervising Teachers
4 Nurses
9 Custodians
1 Full-time Secretary
7 Part-time Secretaries

Cost of Program : $1,473,853

ROOMS OF TWENTY

PROGRAM SUMMARY:

The Title I Rooms of Twenty program provides special help for low achieving elementary school children. Specially trained teachers provide instruction in the basic skills of reading, language, and arithmetic for classes limited to no more than twenty children. In these smaller classes, teachers can give individualized help, focusing on the particular needs of each child.

Students in the R/20 classes are referred by teachers and principals in the Title I schools. The students must have an IQ no lower than 80 and be a year or more below grade level in the basic skills as measured by standardized tests. The main objective of the program is to improve the students' skills to the point that they can succeed in the regular classrooms. An important secondary goal is to help the children grow in self-confidence, to help them overcome feelings of defeat and frustration.

The 1968-69 evaluation provided some detailed and functional information that could be used to generate improvements in the program. All of the R/20 classes were ranked according to the average learning rate of the class, and the twenty highest classes were compared to the lowest twenty. Attitudes and behaviors of teachers, students, and principals in the two groups were identified. All the variables were subjected to factor analysis.

The findings were, perhaps, predictable. The rooms in which the students had the higher learning rates more nearly fulfilled the aims of the program. There was open communication between the principals and teachers. Both principals and teachers thought the program was valuable, and the teachers were proud to be teachers of problem learners. The teachers' relationship with their students were responsive and warm. They integrated materials and outside resources into their program. Teachers worked closely with parents. Their students liked being in Rooms of Twenty. The less successful rooms did not show those characteristics. The 1968-69 evaluation concluded as follows:

> The information we have gathered will be given to the teachers and principals in the R/20. The data and its significance will be carefully explained to them. . . . The findings can become a guide for a program to train effective teachers for inner-city children. The information from this study can be used as the guideline for an in-service program.

Much of the 1969-70 evaluation was planned by the participants in cooperation with the project evaluator and was intended to follow up the issues raised in the previous year's evaluation--to assess the changes that resulted from the '68-'69 evaluation. In addition, the '69-'70 evaluation examines (1) achievement gains as measured by the Iowa Tests of Basic Skills and Metropolitan Achievement Tests, (2) frequency distributions in basic skill test results, (3) the average learning rates, and (4) student attendance. Another part of the evaluation examines achievement scores of a random sample of students who were in the R/20 program during the 1968-69 school year; the purpose was to see how well former R/20 students do when they return to regular classes. Last, the evaluation presents the achievement scores of the classrooms from which four or more R/20 students were removed during 1969-70.

The evaluation revealed that the R/20 staff had been successful both in identifying program areas in need of immediate changes and in making some specific improvements. Achievement gains for middle unit R/20 pupils were only slightly greater in 1969-70 (8.0 months gain in 10.0 months) than they had been in the previous year (7.9 months). The tests used with primary R/20 were inappropriate for over-aged students, so there is no accurate picture of those pupils' achievement.

Achievement scores for a random sample of former R/20 students suggested that the benefits of the program may be more apparent after the children return to regular classrooms. Also, average achievement gains of classes from which R/20 students had been removed was 12.5 months in the 10 month school year. The attendance data is equally encouraging for the program: the R/20 students attend school more regularly than any other group of students in St. Louis--elementary or secondary, Title I or non-Title I.

MONITOR'S REPORT

The 1968-69 evaluation, unlike previous evaluations, pointed up the variance in the learning rates of R/20 classes and offered evidence of the connection between student achievement and effective teaching. In that respect, the evaluation challenged the teachers to improve instruction, to become accountable for their students' learning.

At the same time, the evaluation provided an occasion for the project personnel to point out constraints that impair their teaching and that help explain the variance in the performance of R/20 classes. It also offered an opportunity for them to express their eagerness to find ways to improve their teaching.

The personnel in the program were willing to accept full responsibility for improving instruction; but before that request became reasonable, some unnecessary constraints had to be removed.

As consequences of the evaluation last year, five basic changes were made in the R/20 program:

A. Many teachers suggested that a reason for their students' not making satisfactory gains on tests of basic skills was that teachers were being expected to teach the students science, social studies, geography, etc. The students enter the R/20 program because they are behind grade level in basic skills achievement, but when they are returned to regular classrooms, they are assumed to have had the same subject matter backgrounds as other students. The obligation had been imposed for providing the regular curriculum in addition to intensive remedial work in basic skills.

That issue has been clarified: the obligation of the Rooms of Twenty is for instruction in basic skills only. Course work or activities related to other matters will be used only to reinforce or enrich the basic skills instruction.

B. Guidelines for the R/20 program also require that students have IQ's of 80 or above. Because of insufficient special education facilities, a number of children who should have been assigned to special education have been assigned to Rooms of Twenty. That guideline has been fully enforced: no students are assigned to Rooms of Twenty who have IQ's below 80.

C. Decentralization has resulted in considerable variance in R/20 policies from district to district. If there is to be comparison of student performance from class to class across the system, the policies under which the classes operate must be uniform. To achieve that end, a supervisor has been appointed to coordinate the project and to provide support to the R/20 teachers.

D. R/20 teachers, supervising teachers, supervisors, and some members from the Local Advisory Committee revised the grade card used in the program. The new grade card reports the actual performance level of each child in reading, language, and arithmetic. It does not indicate failure, nor does it compare performances of the children. The card was ready for use in the fall of 1970 and will be evaluated by the teachers at the end of the current school year.

E. An effect of the 1968-69 evaluation was to hold up as models the teaching of the top achieving R/20 teachers. The consequence was a rather exasperated plea for communication within the program and for in-service training. The teachers wanted to learn ways to improve their teaching, to learn how

the more successful teachers achieve their results. In the fall of 1970, teachers and supervisors planned an in-service training program for R/20 teachers. Four Saturday training sessions were presented by teachers and supervisors with special skills in teaching reading, language, and arithmetic. More in-service is planned.

A less tangible recent effect within the program is an atmosphere of renewed pride in the Rooms of Twenty. The teachers report that their morale is higher than it has been, and attendance at voluntary meetings and training sessions is exceptionally good. The teachers, principals, and supervisors have all participated actively in making decisions about the project and in planning the evaluation. The practicality of the evaluation, the assumption of distinct responsibilities by R/20 staff, and the responsiveness of the administration may help account for the higher morale in the program.

The evaluation for the past school year included analysis of data related to pupil achievement. Figure 1 shows that middle unit R/20 pupils made a composite gain of 8.0 months in the 10 month school year. This is only a slight increase over the 7.9 month gain during the previous school year. It is significant, however, that the projected gain has increased each year since the program started.

Teachers in the R/20 program have suggested that it may not be totally realistic to expect great gains during the time that pupils are in the program, since it usually takes a student almost a full semester to develop confidence and to become motivated. In response to that suggestion, the evaluation examined the gain R/20 students make after they returned to the regular classroom. A random sample of former R/20 students now in regular classrooms (grades 5 through 7) was selected. The projected gain in ten months, as measured by the ITBS, tends to bear out the hypothesis suggested by the R/20 teachers. (See Figure 2.) 5th and 7th graders have gained more than 10 months in ten months, and 6th graders gained 8.8 months in 10 months. The typical R/20 student was gaining less than 7 months in 10 before entering the program. Future evaluation of the program will include follow-up data to show how well R/20 students do after they have returned to regular classrooms and how well they do in relation to their performance before they went into the R/20 program.

The R/20 program for primary unit students has been handicapped by the lack of an appropriate achievement test. A primary form ITBS will soon be made available, but currently the Metropolitan Primary II Achievement Test is used in the program. The Metropolitan is inappropriate for the many R/20 primary children who are over-age. The test is designed for younger children, and older pupils' scores cluster together at the high range. The students score high on the pre-test, but they

Figure 1

PROJECTED GAIN IN 10 MONTHS ON
IOWA TESTS OF BASIC SKILLS

FOR ROOMS OF TWENTY, MIDDLE UNIT
1969 - 70
(899 Students Present for Both Pre- and Post-Tests)

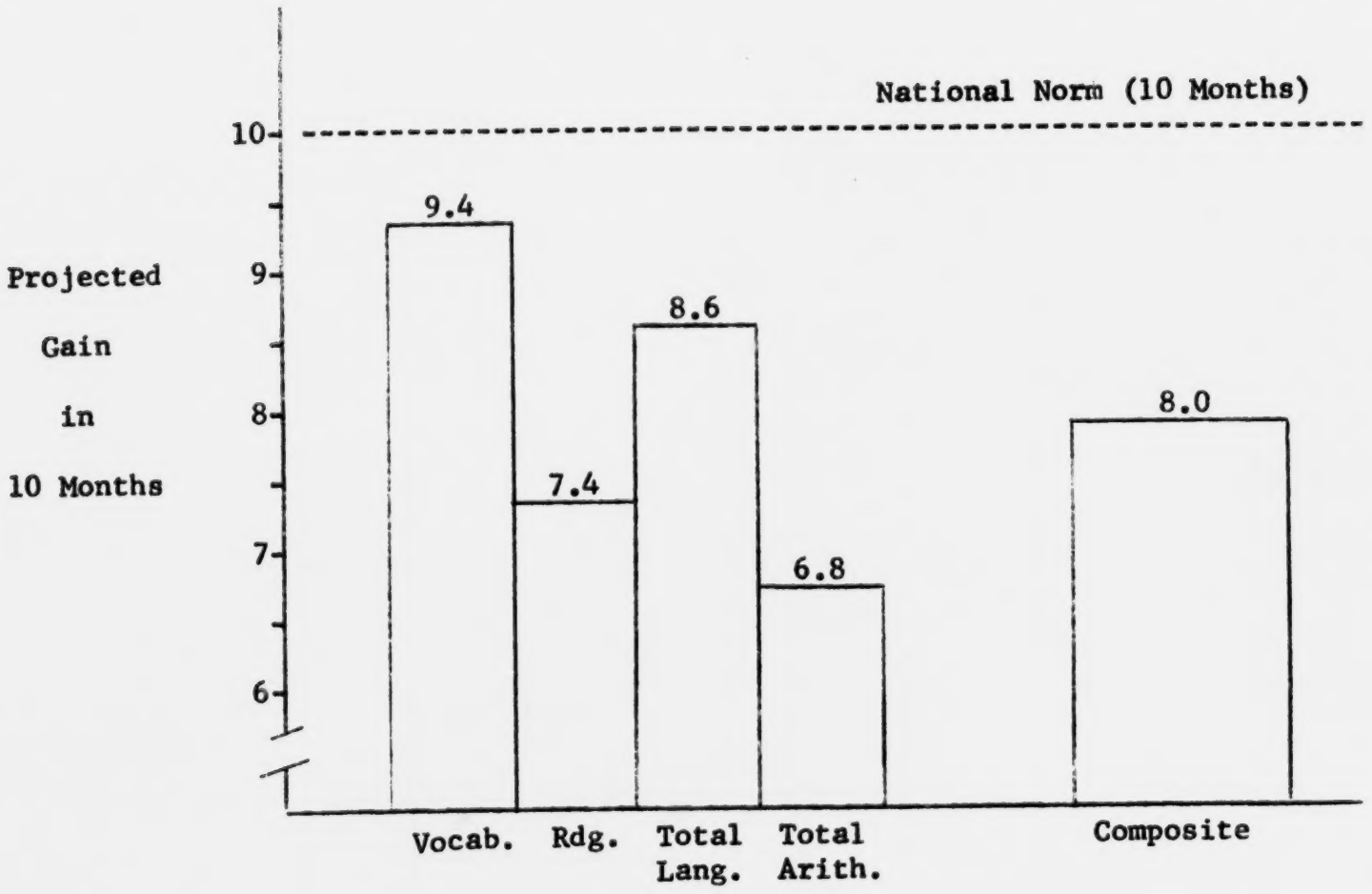
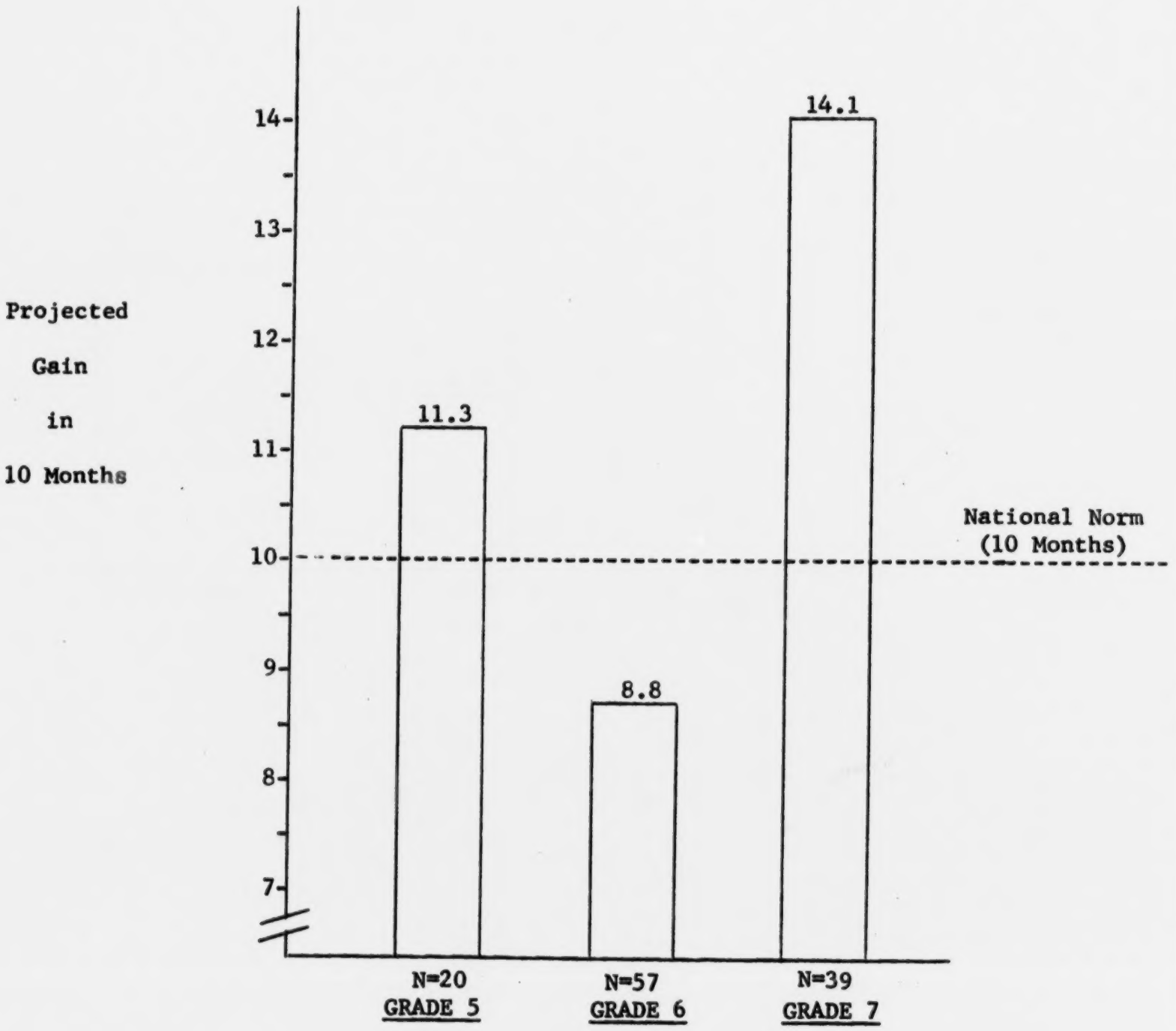


Figure 2

PROJECTED GAIN IN 10 MONTHS ON COMPOSITE SCORES,
IOWA TESTS OF BASIC SKILLS

FOR A RANDOM SAMPLE OF STUDENTS IN ROOMS OF TWENTY DURING 1968 - 69

1969 - 70
(Students Present for Both Pre- and Post-Tests)



score about the same on the post-test. The Metropolitan simply does not discriminate finely between the achievement of students in the high range. Consequently, we accept the test results in Table I with considerable reservation.

Table I

ALL TITLE I ROOMS OF TWENTY (PRIMARY UNIT)
METROPOLITAN ACHIEVEMENT TESTS
1969-70

N=404	G.E. Pre-Test	G.E. Post-Test	Gain in 6 1/2 Months	Projected Gain in 10 Months
Word Knowledge	3.00	3.56	5.6	8.6
Word Discrimination	2.70	3.06	3.6	5.5
Reading	2.81	3.18	3.7	5.7
Arithmetic	2.96	3.35	3.9	6.0
Composite	2.83	3.25	4.2	6.5

Teachers in regular classrooms have often commented that the learning situation improves when slow learners are removed and placed in remedial or special classes. Table II shows the achievement of classrooms from which four or more slow learning pupils had been removed and assigned to R/20 classes. The table shows that the average projected gain, over the 10 month school year, for 27 such classrooms was 12.5 months. Any number of variables, of course, could be responsible for the sizeable gain reflected by the 27 classrooms.

Table II

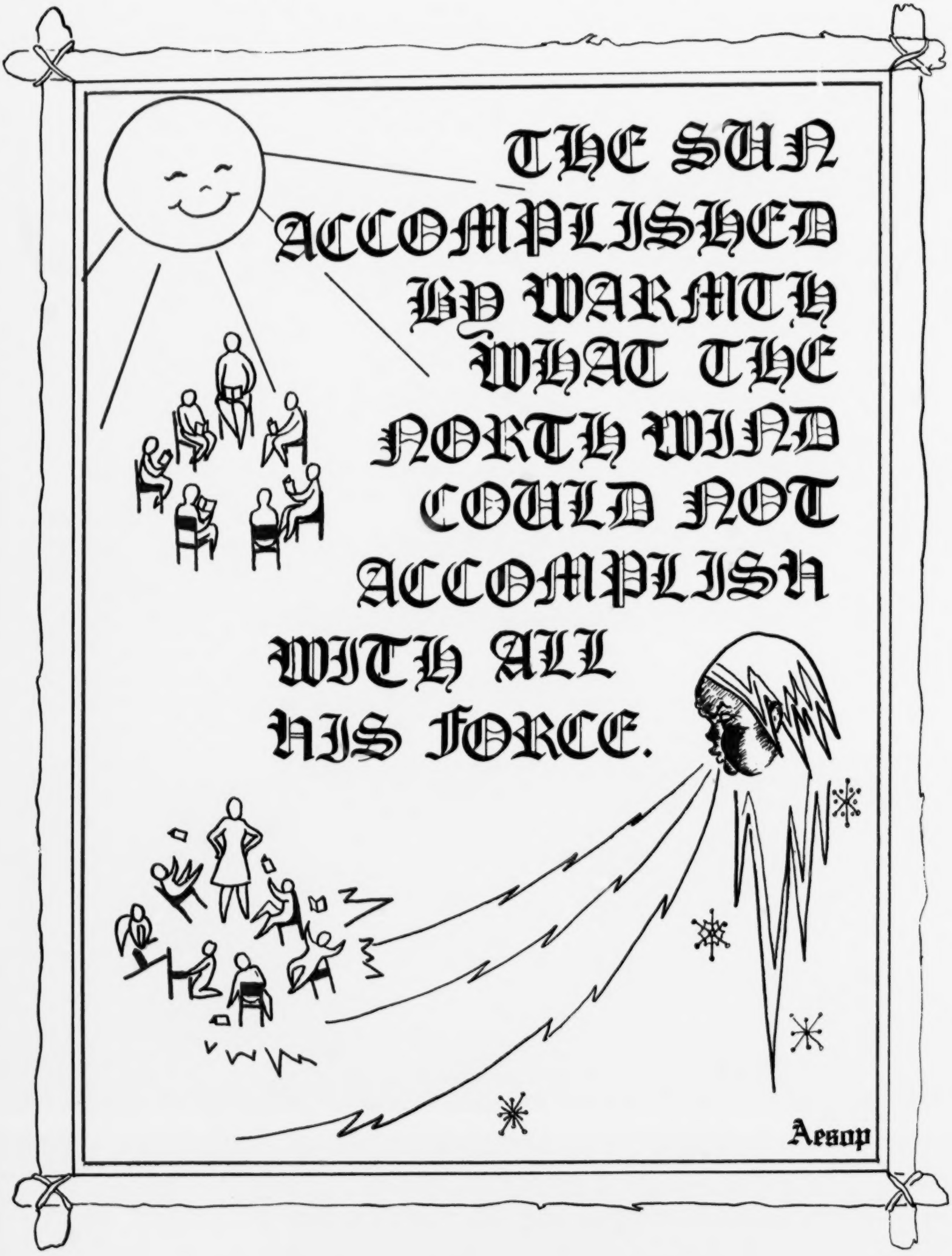
27 REGULAR 5th & 6th GRADE CLASSROOMS
FROM WHICH 4 OR MORE R/20 STUDENTS WERE REMOVED
IOWA TESTS OF BASIC SKILLS
1969-70

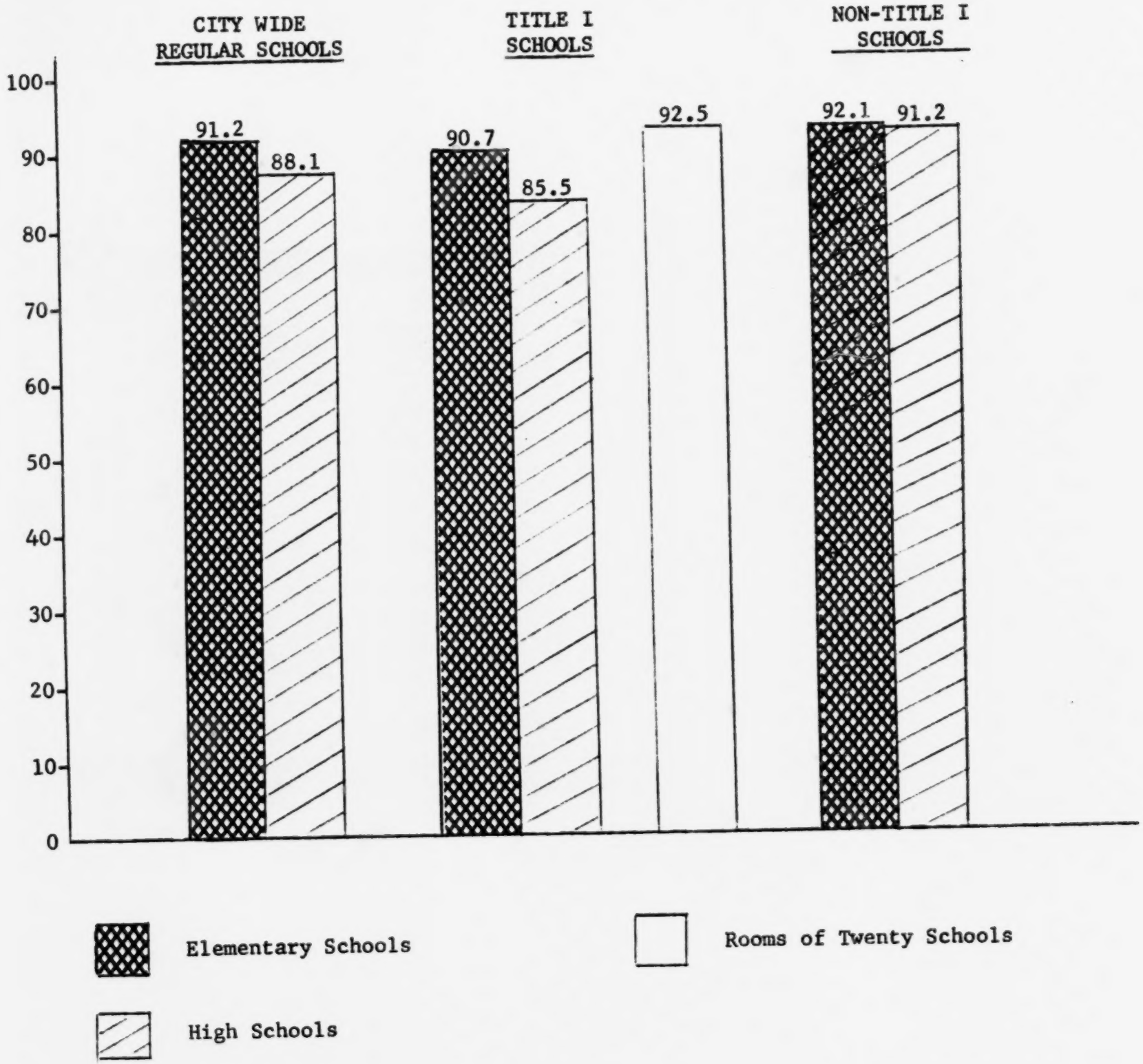
Grade	No. of Rooms	Average Gain in 8 Months	Projected Average Gain in 10 Months
5	16	10.3	12.9
6	11	9.4	11.8
Average for all 27 rooms		10.0	12.5

Figure 3 compares 1969-70 attendance rates for elementary and secondary schools (both Title I and non-Title I) with the attendance rate for the R/20. Among all the schools in the comparison, the R/20 program has the highest attendance rate for the year--92.5%. This would suggest that, despite the difficulty R/20 pupils have in mastering classroom skills, the program motivates the students to come to school.

Although the evaluation for the 1969-70 school year yielded some encouraging findings, the R/20 program is still in need of changes and improvement if it is to enable more students to return successfully to regular classrooms in the shortest time possible. A factor that may determine whether or not these goals are achieved is the motivation and involvement of the R/20 staff. The past year has seen a striking increase in their motivation and involvement.

Currently the R/20 staff are considering priorities in their attempt to improve the program further. They have identified a number of basic issues with which the 1970-71 evaluation will be concerned: (1) Performance objectives will be established by the evaluators and R/20 staff during the coming year. Measures for assessing the degree of attainment of objectives will be employed. This approach will help the staff to analyze the effectiveness of components of the program in terms of program objectives. (2) Periodic results from the use of performance objectives will help evaluators and R/20 staff make modifications in the program throughout the year. Coupled with the results will be input from teachers, principals and supervisors in the program and


THE SUN
ACCOMPLISHED
BY WARMTH
WHAT THE
NORTH WIND
COULD NOT
ACCOMPLISH
WITH ALL
HIS FORCE.
Aesop


CITY WIDE
REGULAR SCHOOLS
TITLE I
SCHOOLS
NON-TITLE I
SCHOOLS
100
90
80
70
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50
40
30
20
10
0
91.2
88.1
90.7
85.5
92.5
92.1
91.2
Elementary Schools
High Schools
Rooms of Twenty Schools

data from the evaluators. (3) Plans are being implemented for in-service training for R/20 staff, both during the regular school year and during summer school. (4) Achievement information will be collected on students both before and after their assignment to the R/20 program. This information will be used in a longitudinal study of slow learners and will be reported in future evaluations. (5) Instructional behaviors of teachers in high achieving R/20 will be described, and this information will be transmitted to other R/20 staff. (6) The revised R/20 report card will be evaluated during 1970-71. (7) The Title I Advisory Committee has been actively concerned with the R/20 program. In the coming year a closer working relationship between the Committee and R/20 staff will be developed through joint meetings, workshops, and planning sessions.

(Publilius Syrus C.A. 42 B.C.)

REMEDIAL TEACHERS

REMEDIAL TEACHERS

Contact : Mrs. Edna Ricks
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Cost of Program : $295,794

Elementary Remedial Teachers

Time : Regular Year

Number of Participants : 1,373

Staff : 24 Teachers

Secondary Remedial Teachers

Time : Regular Year

Number of Participants : 957

Staff : 11 Teachers

REMEDIAL TEACHERS

PROGRAM SUMMARY:

Remedial teachers provide expert small group and individual help to students who have severe reading problems. A by-product of the service is that non-readers are taken out of the regular classroom, thus leaving the regular teacher with a more homogeneous group with which to work. The classroom teacher can do a better job with his other students because he is relieved of the students that require the most time and care to teach. Besides that benefit, in many cases the remedial teachers share their skills and knowledge with the other teachers in the school. Remedial teachers consult with regular teachers about the use of techniques and materials that will help them do a better job with their other students. The remedial teachers are a specially trained cadre who take on the most difficult remedial problems themselves. At the same time they help train other teachers to improve the whole reading program.

A correlated effort was begun during the summer of 1970 to train regular teachers in diagnostic and remedial techniques. Twenty-two Title I elementary teachers spent six weeks in training at a reading clinic. The purpose of the training was to give more remedial skills to regular teachers so that remedial teachers can continue to work with only the most difficult reading problems.

In addition to services connected directly to teaching reading, the remedial teachers give diagnostic and achievement tests to new students in the schools. This is an important service in Title I schools in which student turnover can equal the enrollment during a year. The remedial teachers give the tests as soon as a child comes to the school. The results then go to the principal so that he can assign the student and to the teacher so that he will know where to start with the child. The remedial teachers' service with testing helps get new students assimilated quickly.

The children with whom the remedial teachers work are usually at least a year below grade level in reading. They are chosen for the remedial classes from lists compiled at the first of the year by the regular classroom teachers and the principal. The remedial teacher gives diagnostic tests to these students and selects the ones who show the most need. If there is a need, the psychological examiner may also give individual intelligence tests.

There are three basic phases in the program. The children first learn the phonetic alphabet. Following that, each student receives a word program prescribed from the results of the Diagnostic Test of Word Perception Skills. In the third phase, the students work on building their sound vocabularies. Each remedial reading classroom has its own library where the books are classified according to interest areas and level of difficulty. The children are encouraged to take books home or to their regular classrooms to read.

The 1968-69 evaluation dealt with a sample of 11 schools from the 23 that had remedial reading teachers paid by Title I funds. Achievement data from the ITBS for grades 6, 7, and 8 in those 11 schools showed a gain in the average composite score of 1.4 years: the students in those grades gained one year and four months in one year's instruction. On the basis of that favorable data and other information gathered in questionnaires, the recommendation was to expand the program.

Results this year continue to show a good effect upon schools with remedial teachers. The 1.4 composite average of the 1968-69 sample did not hold for the whole population, however. The gains made in the 1968-69 school year by remedial teachers in a sample of 11 schools were greater than those found in the 1969-70 school year. (1.4 years' gain in 1968-69 to 1.1 in 1969-70.)

Questionnaires were sent this year to all people involved in Title I remedial reading in St. Louis. Information was gathered also from a sample of students who had been in the program in 1968-69. Results of the questionnaire show an emphatic approval of the program, and indicate that remedial service should be expanded further. Undercurrents of discontent with certain aspects of the program do show up here and there. There is some concern, especially in the high school, with student placement. Elsewhere, there is concern about coordination, supervision, job descriptions, enforcement of guidelines, and in-service training. The appointment of a Title I supervisor to oversee such matters is expected to take care of most dissatisfactions within the program.

MONITOR'S REPORT

In the fall of 1969, each remedial teacher received a copy of the 1968-69 evaluation. A general meeting was held where data was interpreted and questions and comments were shared.

Another general meeting was held in April, 1970 to consolidate the themes of concern in preparation for developing a questionnaire.

A concern throughout all meetings was to see whether the remarkable 1.4 years average composite ITBS gain held true for the program as a whole in 1969-70. The decision was to include data from all 53 Title I elementary schools and the 5 Title I high schools with remedial reading teachers. Evaluators were also to look specifically at the reading comprehension scores of the elementary and high school remedial reading students. Those scores were to be compared with gains of all students in grades 4 through 7 in Title I schools. Eighth grade had to be excluded because of testing schedule problems.

The reading comprehension scores as measured by ITBS given in Figure 1 below show that in fourth grade the remedial reading students showed a slight gain (.1 month) over all Title I fourth graders. The important factor is that <u>all</u> Title I fourth graders show an average gain slightly above the national norm. There were more than ten months of gain in ten months. The fifth grade remedial reading students made a gain (1.3 months) above their fellow students in Title I schools. Here again the average gain is above the national norms. The story changes in the sixth and seventh grades. Although the remedial reading students showed slightly higher gains (.2 month in 6th grade and 1.2 months in 7th grade), there is a drop in the expected achievement for 10 months.

Figure 1

PROJECTED GAIN IN 10 MONTHS ON READING COMPREHENSION SCORES,
IOWA TESTS OF BASIC SKILLS

TITLE I REMEDIAL READING STUDENTS COMPARED WITH ALL TITLE I STUDENTS
1969 - 70
(Students Present for Both Pre- and Post-Tests)

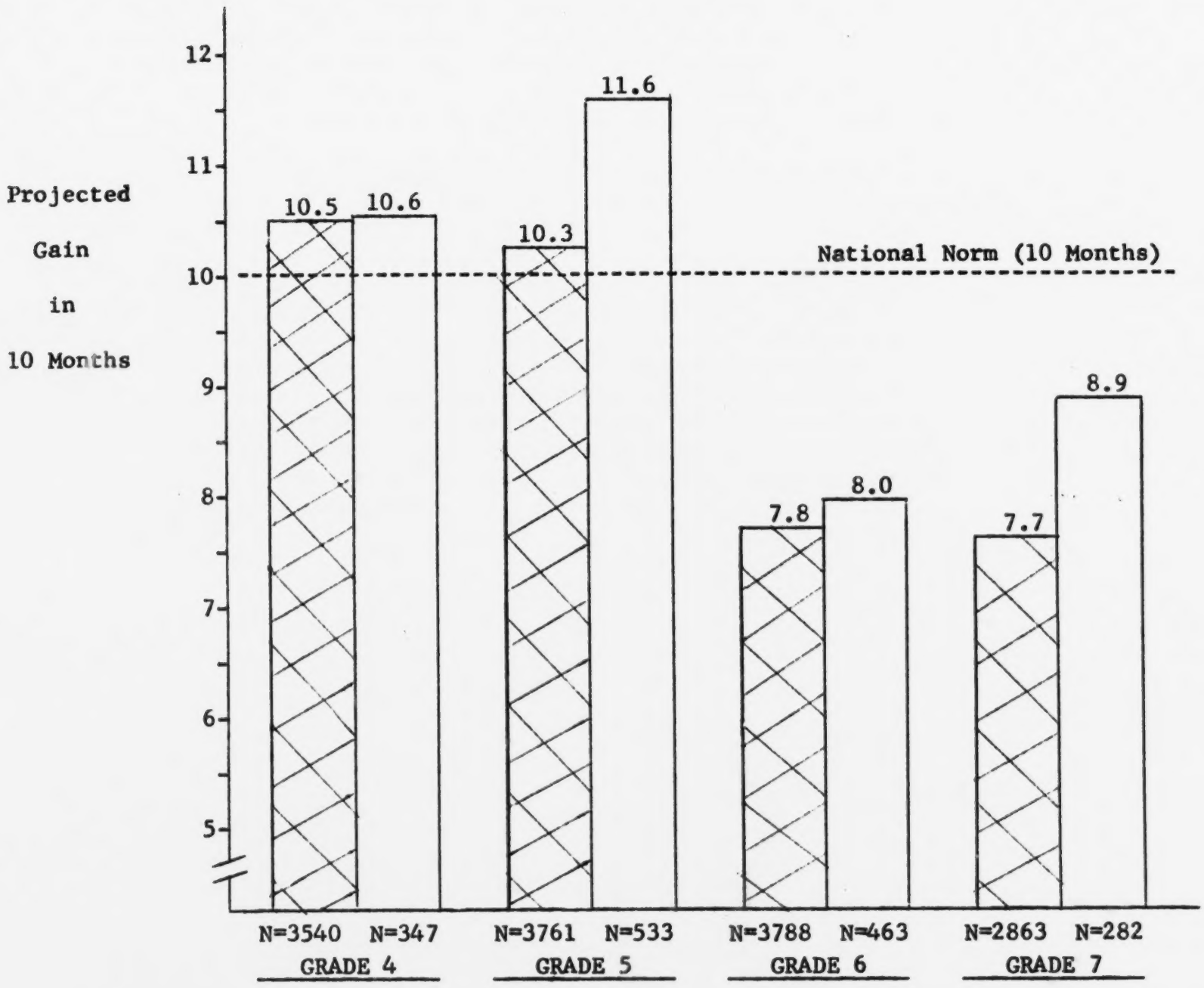


Table I below reports the ITBS reading composite scores for 4th through 9th grade remedial reading students:

Table I

READING COMPREHENSION SCORES FOR REMEDIAL READING STUDENTS
IOWA TESTS OF BASIC SKILLS
1969-70

Grade	G.E. Pre Test	G.E. Post Test	Gain in Months ( )	Projected Gain in 10 Months	N
4	2.90	3.75	8.5 (8)	10.6	N=347
5	3.66	4.59	9.3 (8)	11.6	N=533
6	4.61	5.25	6.4 (8)	8.0	N=463
7	5.19	6.44	12.5 (14)	8.9	N=282
9	7.3	7.3	0.0 (10)	0.0	N=643

There was no projected gain for 9th grade remedial students. Information in Table II may help explain why no average gain was made by the 9th graders. Sixty-six (66) of the 643 students were already reading at or above grade level when they entered the program. Eighty (80) of them were reading within one-half year of grade level. This indiscriminate assignment may have resulted in student resentment of the reading program. The students receive no high school credit for the remedial reading course--another possible cause for resentment. The misplacement of such a number of students may well have depressed the performance of the students for whom the program was appropriate.

The screening process in the high schools was poorly done. The Remedial Reading Coordinator's position was abolished as a part of St. Louis's last decentralization move. Theoretically, each district was to supervise the programs in its district. It seems obvious that the supervision was not adequate. Similar breakdowns in coordination of policy occurred in the Rooms of Twenty program and elsewhere. The evaluators recommended strongly that a supervisor coordinate the entire remedial reading program across district lines. The Title I supervisor position was created for the 1970-71 school year.

Table II

TITLE I HIGH SCHOOL REMEDIAL READING PROGRAM
GAINS ON READING COMPREHENSION SCORES,
IOWA TESTS OF BASIC SKILLS
May 1969 to May 1970

	Average Months of Gain in 10 Months	No. Present for Pre- and Post-test
Students 9 months or more below level on entrance	.3	449
Students 6 to 8 months below level on entrance	0.0	48
Students 5 months below to grade level on entrance	-.3	80
Students at or above grade level on entrance	-1.9	66
	0.0	643

Another part of the evaluation compared the average reading and composite scores of Title I schools that have remedial teachers to other Title I schools. Last year's evaluation reported that children in schools without remedial teachers gained less than schools with remedial teachers. Data given in Table III show this pattern continuing in grades 6 through 8. An exception is in the fifth grade. The gain in 10 months is greater in reading (10.8 months) than in the other grades, and so is the composite score (1.2 years)--regardless of the presence of remedial teachers. Substantial gains are being made by students in the fifth grade.

Table III

COMPARISON OF READING AND COMPOSITE SCORES
OF TITLE I SCHOOLS
WITH AND WITHOUT REMEDIAL READING TEACHERS

IOWA TESTS OF BASIC SKILLS
1969-70

Grade	ITBS Gain in Schools with Remedial Teachers		ITBS Gain in Schools Without Remedial Teachers	
	Reading	Composite	Reading	Composite
8	7.0	9.6 (45 schools)	6.3	9.2 (9 schools)
7	7.7	7.7 (38 schools)	7.6	7.2 (9 schools)
6	7.6	11.1 (48 schools)	7.5	10.5 (13 schools)
5	10.8	11.5 (50 schools)	11.3	12.5 (15 schools)

The data indicate that the remedial reading program continues to contribute to student achievement in elementary schools. We believe it can be successful in the high schools also when the selection process is improved and effective supervision restored. Although the 1968-69 1.4 years gain in 10 months in 11 schools was not duplicated during 1969-70, substantial gain was made by all Title I remedial reading students. The recommendation to expand the program seems appropriate again this year.

Questionnaires were given in the elementary schools to 1,329 remedial reading students, 53 remedial reading teachers, 272 regular 4-8 grade classroom teachers with students in the program and to the 53 principals. The purpose of the questionnaires was to find out how the people involved in the program felt about the program and its effectiveness. All remedial teachers, classroom teachers, principals, and remedial students were given questionnaires in the spring of 1970. The choice of responses to each statement in the questionnaire ranged on a five point continuum from "Strongly Disagree" to "Strongly Agree." The questionnaires with the percentages of responses under each choice will be returned to the teachers and principals so they can compare their responses with the group as a whole. It is enough for our purpose here to summarize the basic themes that appear from the questionnaire.

Remedial Teachers. Title I remedial teachers as a group like teaching children who have trouble learning and prefer their assignment in Title I schools to other kinds of teaching. They feel that they are in control of their programs, that they are able to influence policy effectively. They gain much personal satisfaction from their teaching and feel supported by their principals and the regular classroom teachers. They see, however, a need for information about more methods to use in teaching remedial reading.

They feel that the present remedial curriculum is effective and that it is flexible enough. The testing program and the selection policies are adequate, as are supervision and coordination. They see a need for more workbooks and other materials and equipment. Most of the remedial teachers agree that guidelines need to be enforced and job descriptions need to be redefined. There is a need to give the remedial program a greater sense of cohesion and identity.

Remedial teachers have positive perceptions of their students' ability and willingness to learn reading. Discipline is no big problem for them, and they do not feel impeded by poor attendance. They believe that their students feel a part of the regular school, even though they attend the special classes. Their students like reading classes. The teachers expect their students to make at least a year's gain in reading during the year they spend in special reading class. They believe that their program helps the performance of all children in the schools to which the teachers are assigned.

Classroom Teachers. Regular teachers believe that work with the remedial teacher improves a student's classwork and that students enjoy the experience. They see a need for more remedial teachers, and the assignment of problem readers to the remedial teacher improves the reading program for the remaining students. They believe that cooperation with the remedial teachers is good.

Most classroom teachers send between 3 to 10 children to the remedial teacher during the year. Very few students are sent to district reading clinics, and teachers feel considerable concern that not enough of their students receive special help in reading.

Principals. Principals, too, believe that the remedial program helps achievement of all the children in the school, but they see a pressing need for remedial service for more students. They think it is feasible to allow time for remedial teachers to have additional training at the beginning of the school year. Most principals want to retain authority for making decisions about the program, and most feel that remedial teachers should perform the same duties that other teachers in the school perform.

Otherwise, the remedial teachers were concerned with the paucity of equipment and consumable supplies. In that complaint, they agree with the principals. Other comments underscored the need to reduce the student load, the desire for in-service training, and the requirement for effective coordination in the program. There is an improved structure for supervision and coordination in all Title I programs for 1970-71.

The number of remedial reading teachers in Title I schools has been increased in 1970-71 to 77. There is a need for still more remedial teachers, and the concern for having more than one remedial teacher per school has not been answered. A hopeful sign in this regard is the program for teaching additional remedial and diagnostic skills to regular classroom teachers.

Teachers state a need for increased in-service training, and principals think that it is feasible to offer such training during school time at the beginning of the year. It seems entirely desirable that additional training be offered. Presently, a cadre of teachers are being trained to use SRA's Distar methods and materials. That seems a likely direction for remedial teacher training to pursue. Training sessions of this sort might answer the need also for a greater sense of cohesion and identity among the teachers in the remedial program.

Remedial Students: Students enjoy their remedial classes; they feel that their teachers like them. They say that school is easier for them because of their reading class. They like the surroundings in their reading rooms, and they are pleased with the materials and equipment. In contrast to the teachers' perceptions, however, they do not like people to know that they go to a special class: there is some stigma to the program.

A structured interview was conducted with a random sample of 20 students who had been in remedial reading in 1968-69. The students still felt the benefit of the program a year later, and would like to be able to continue with remedial reading. The students do not, however, read as much for recreation as they had when they were in the special reading program. The materials are not as readily available in the regular classrooms, and the encouragement to do independent reading is not as persistent or pervasive.

Principals' and Remedial Teachers' Free Response. An opportunity was given in the principals' and remedial teachers' questionnaire to give suggestions, to make specific criticisms of the program, and to offer other insights or comments. Twenty-six percent (26%) of the principals and 32% of the remedial teachers responded.

The most urgent need expressed by the principals was for providing more than one remedial reading teacher in the schools. Some principals underscored emphatically the need for remedial teachers to perform tasks unrelated to teaching, just as other teachers in the schools. This helps prevent factionalism and resentment of the program among the faculty, according to those principals. Several principals stressed the needs for more materials and more precise remedial teacher job descriptions.

The predominant concern among the reading teachers was with their being used for tasks other than teaching reading. The item in the questionnaire itself gave no emphatic information about the remedial teachers' feelings as a group about that issue. Seventeen percent (17%) strongly disagreed that they are often used to perform school tasks that are unrelated to teaching reading. Twenty-two percent (22%) disagreed, 19% neither agreed nor disagreed, 22% agreed, and 20% agreed strongly. Those results probably reflect variance in individual school policies. Some principals require extraneous duties of remedial teachers, and some do not.

In meetings with remedial teachers, the complaint about doing unrelated tasks frequently became the theme. It appears that the need for a job description has some urgency, and the disparity in the views of principals and teachers on this matter needs to be reconciled.

LIBRARY RESOURCES

EVALUATION REPORT 4

ESEA Title I Component V 1969-70

Evaluator: Emily Bever

St. Louis Public Schools Division of Evaluation & Research
1517 South Theresa Avenue
St. Louis, Missouri 63104

LIBRARY RESOURCES: Study-Learning Resource Centers
Reading is Fun-damental

Contact	:	Conrad J. K. Eriksen, Jr., Director Library Services Center 1100 Ferrar St. - 63107 621-8621	
Time	:	Regular Year	
Location	:	Bates Clinton Waring	Williams Vashon High School
R.I.F.	:	Banneker Bates Clark	L'Ouverture Yeatman
Staff	:	9 Librarians 6 Clerks	
Cost of Program	:	$152,947	

STUDY-LEARNING RESOURCE CENTERS

PROGRAM SUMMARY

Title I supports two types of library service in St. Louis. The Reading is Fun-damental project, a program for distributing free books to poor children in elementary schools, was begun in the summer of 1969. Study-Learning Resource Centers--elaborately equipped multi-media libraries--have been operating since 1965.

The Study-Learning Resource Centers are libraries--plus. The centers have books, reference sources, and magazines as libraries do. But Study-Learning Resource Centers also have films, slides, and filmstrips and places to watch them. They have records and tapes and places where one child or a small group can listen without disturbing others. There are areas where a whole class can meet together to hear a story or see a film, and quiet places where one child can be alone with a book. There are pictures and displays. The centers are brightly lit and painted. There are carpets. There are comfortable chairs and big pillows for the floors. The center is designed to bombard the senses of the children from the inner-city. There are things to see and to touch and to hear--not <u>just</u> things to read.

Elementary centers are staffed by a certified librarian and a library clerk. The high school center is operated by two certified librarians and two clerks. The library clerks perform most of the clerical duties, all cataloging and processing are done in a central processing center. This frees the professional librarians to work directly with students and teachers. They hold storytelling periods for the younger children, give book talks to stimulate interest, arrange attractive displays, and seek constantly to add new materials of special interest to inner-city children. They provide instruction in library use, guidance in use of reference materials, and advice and help in choosing books, periodicals, and nonprint materials for information and for pleasure. They gather special collections on a variety of subjects for classroom use and prepare bibliographies of books and related multi-media materials.

Last year's data showed that circulation in Study-Learning Resource Centers was healthy, that reading scores in SLRC schools were higher than they were in the average of all other Title I schools, and that library clerks relieved certified librarians of many clerical chores associated with maintaining a Center. Those trends continue this year, but it appears that reading scores in other Title I schools are gaining on Study-Learning Resource Center schools.

(More Title I schools had libraries in 1969-70 than in 1968-69.)

One reservation that appeared in the 1969-70 evaluation concerned a possible tendency among Study-Learning Resource Centers to lose their distinction, to become mere libraries. There was some concern also with an inclination in some Study-Learning Resource Centers toward becoming a bit more rigid in their policies than is harmonious with the principle of the SLRC.

One of the Centers has very liberal policies on book circulation and student access to the Study-Learning Resource Centers. (It is in a relatively small school.) That Center has an exceptionally high circulation record, and the inventory has not suffered as a result of the free policies. We recommend that the other Centers, on an experimental basis, (1) relax their restrictions on the numbers of books children can check out and (2) liberalize policies toward students' visiting the Centers. The other Centers are in larger schools, and the size of the school may make more relaxed policies unfeasible, but indications are that circulation of books might increase as a result.

MONITOR'S REPORT:

The 1969-70 evaluation continued to monitor such concerns as library circulation and the comparative reading achievement of schools with Study-Learning Resource Centers. In addition, the evaluator collected information about library policies in SLRC schools and their possible effects upon the circulation of materials.

Table I gives some information about the use of the Study-Learning Resource Centers during the 1969-70 school year.

Table I

STUDY-LEARNING RESOURCE CENTER USAGE

Center	Classes Visiting	Individual Visits	Volumes Circulated	Nonprint Materials Circulated
Bates	681*	18,008	11,540	817
Clinton	720	22,380	12,379	902
Waring	492	11,306	13,283	4,102
Williams & Branches	737	20,447	21,542	3,769
Total	2,630	72,141	58,744	9,590

* Because of the Reading is Fun-damental program several scheduled classes were cancelled. Reading is Fun-damental visits are not included in these figures.

Print materials are still the mainstay of the library. The table below shows that students are checking out books to read:

Table II

CIRCULATION OF PRINT MATERIALS

Center	Average Daily Enrollment	Inventory of Books	Available Volumes per Student	Circulation per Student
Bates	891	9,391	10.5	13.0
Clinton	673	6,131	9.1	18.4
Waring	327	4,924	15.1	40.6
Williams & Branches	1,309	10,062	7.7	16.5

The number of books available in a library affects the circulation. Library restrictions also affect the circulation. All of the centers are open to students between regularly scheduled classroom visits. In all schools except Waring, a pass is required for such library visits. All of the centers except Clinton are open before and after school. Limits are placed on the number of books which may be checked out at any one time. Sometimes these limits are placed because of the small size of the collection in relation to the number of students. Sometimes the limits are placed because of a belief that students cannot read more than a limited number of books in a week.

Table III shows restructions placed on circulation in each of the libraries.

Table III

CIRCULATION RESTRICTIONS

Maximum Number of Books Which May Be Checked Out by Grade Level

Center	Kinder-garten	Primary Level	Middle Level	Upper Level
Bates	0	1	1	2
Clinton	1	1	2	2
Waring	1	2	3	No max.
Williams & Branches	1	1	1	2

It is interesting to note that the library which was most restrictive had the smallest circulation per student, and the least restrictive library had the largest circulation. It must be noted, however, that 7 or more teachers at Waring and at Williams required their students to check out a book on every scheduled visit, while librarians at Bates and Clinton reported that none of their teachers made such a requirement. Clinton students also visited a public library bookmobile twice a month.

All Study-Learning Resource Centers have a variety of filmstrips, records, art and study prints. Most have slides, transparencies, tapes, and programmed learning kits. These nonprint materials are available for student use in the library. In addition, students may sometimes check them out for use in the classroom or at home. More often, however, teachers check the materials out for classroom use. Table IV gives some indication of the use of nonprint materials.

Table IV

CIRCULATION OF NONPRINT MATERIALS

Center	Inventory of Nonprint Materials	Available Materials per Student	Circulation per Student
Bates	817	1.9	.9
Clinton	902	.3	1.3
Waring	4,102	3.8	12.5
Williams & Branches	3,769	1.5	2.9

Since central library collections now serve one-third of the elementary schools and branches in the Title I area, and since classroom collections of Title II books are sent to the remainder of the Title I schools, it is difficult to isolate the effect that Study-Learning Resource Centers have on the achievement scores of Title I students. The margin is closing between schools with resource centers and all other schools. The following table indicates that Study-Learning Resource Centers do perhaps have a beneficial effect on students' reading scores:

Table V

COMPARISON OF READING COMPREHENSION SCORES
ON IOWA TESTS OF BASIC SKILLS
Spring, 1970

	Schools with Study-Learning Resource Centers	All Title I Schools
Grade 4	3.99	3.96
Grade 5	4.95	4.84
Grade 6	5.91	5.70
Grade 7	6.90	6.61

Of more significance are the data showing that Title I students made above normal gains during the 1969-70 school year, despite an increase in the poverty level. Study-Learning Resource Centers and other Title I library services undoubtedly have made their contribution, along with other services, to this progress.

The Study-Learning Resource Centers have served as pilot programs, and the experience gained from operating these centers has guided the district in expanding library services throughout the Title I area. This expansion has

taken place under the guidance of three professional itinerant librarians paid by Title I funds.

In 1966 there were six elementary libraries in the Title I area, three of which were Study-Learning Resource Centers. By the end of the past school year, 32 elementary libraries were in operation in Title I schools, four of which were Study-Learning Resource Centers. Of the 28 remaining central collections, two are staffed by a certified librarian, 17 are operated by library clerks, and the rest are operated by teachers or by teacher aides on a part-time basis.

The three itinerant librarians supervise the operation of these collections and provide professional help where needed. These collections at present consist mostly of books, but art prints, filmstrips, records, and other nonprint materials are being added as fast as funds permit. Programs to motivate students to read library books and to teach students how to use the library were conducted in 14 Title I schools this past year. These programs were accompanied by attractive exhibits featuring books in many subject areas. The school collections were analyzed and bibliographies were prepared by the professional librarians.

READING IS FUN-DAMENTAL

PROGRAM SUMMARY

The Reading is Fun-damental program is St. Louis's version of a national program founded by Mrs. Robert McNamara a few years ago in Washington, D.C. Mrs. McNamara had been shocked to discover that ghetto children do not own books, and she felt that they might be motivated to read by giving them paperback books of their own selection.

In St. Louis the program was piloted in the summer of 1969 by a large group of volunteers. Title I money paid for the books, and the Library Services staff ordered them. The reactions of students, school staff, and volunteers were so favorable that the program was put into five schools during the regular school year and eight additional schools had the program during the summer of 1970.

At each school, teams of volunteers arranged displays of books, familiarized themselves with the books and their reading levels, and tried to help steer the students to books which they would be able to read. Each student was allowed to make his own choice of any book available, however. Five distributions were made at each school, and an

additional gift-wrapped Peanuts book was given, so that each student received a total of 6 free books. Some 9,444 books were distributed in the fall by 55 volunteers; and 15,708 books were distributed by 76 volunteers in the spring. During the summer, 62 volunteers distributed 13,560 books.

MONITOR'S REPORT

During the first semester of 1968-69, a team of Washington University students evaluated the fall R.I.F. program at Bates and L'Ouverture, assessing pre- and post-program pupil attitudes and the reading interests of the pupils as indicated by the pupils and by their teachers.

The San Diego Pupil Interest instrument, despite its admitted unsuitability, was used to measure attitudes. No significant differences in attitude were found. The timing of the measurement might also have affected results. The program was initiated in early fall when the pupils were relatively fresh from summer activities. It continued through January when the novelty of school was beginning to wear thin. One might expect pupil interest in reading to be higher in the fall than in January, with or without such a program. That condition would probably affect pre- and post-test reading interest measures.

Opinionnaires were completed by teachers, volunteers, children, and parents, and these were generally favorable to the program. Teachers requested more picture books and primary level books, and volunteers also pointed out this need. As a result, an effort was made to order additional books of these types for the spring and summer distributions. Books were selected by the Volunteer Research Committee, subject to the approval of Library Services. Teachers were urged to make suggestions, and these suggestions were considered. However, since books many times have to be ordered before the school is chosen, teacher suggestions cannot be solicited before orders are placed. Teachers' suggestions, then, are used to select books for the following semester's distributions. Records of books selected by the pupils and of pupil requests were also used as criteria for ordering books. All books available in the most popular categories, including black biographies, cookbooks, and attractive picture books, are being ordered, and requests for titles not published in paperback have been forwarded to publishers.

Nearly all teachers reported observing increased pride in the ownership of books, increased interest in and enjoyment of books, and improved attitudes toward reading. Volunteers were less decisive about children's responses

than were teachers, since they could observe the students for only a short time. The program seemed to be most effective with younger children.

The use of story-telling to increase interest in books was generally felt to be desirable, and the practice was continued in the spring and summer, limited only by the number of volunteers available and willing to take the necessary training. In the spring, the story-tellers focused on distributing books similar to the more popular ones. They also sought out other books by the authors who wrote the books children liked most in order to avoid "runs" on some few books. The volunteers found it was better to give brief samples, or "teasers," to older children rather than telling them stories.

The children gave generally favorable opinions of the program, and most indicated that they appreciated owning their own books. Many also found they enjoyed books which had not been their first choice, which indicates their interests may have been broadened.

A large majority (over 85%) of the parents who completed questionnaires though that the books chosen were good and that their children liked to own them. While 97.8% of the parents wished to have more paperback books for their children, 78.2% did not know where to buy them. The volunteers are now making plans to make books available for purchase. Contacts have been made with the public libraries and with the Model City Agency regarding introducing R.I.F. in community schools. Plans are made to make paperback books available through Book Fairs at schools which have had the R.I.F. program.

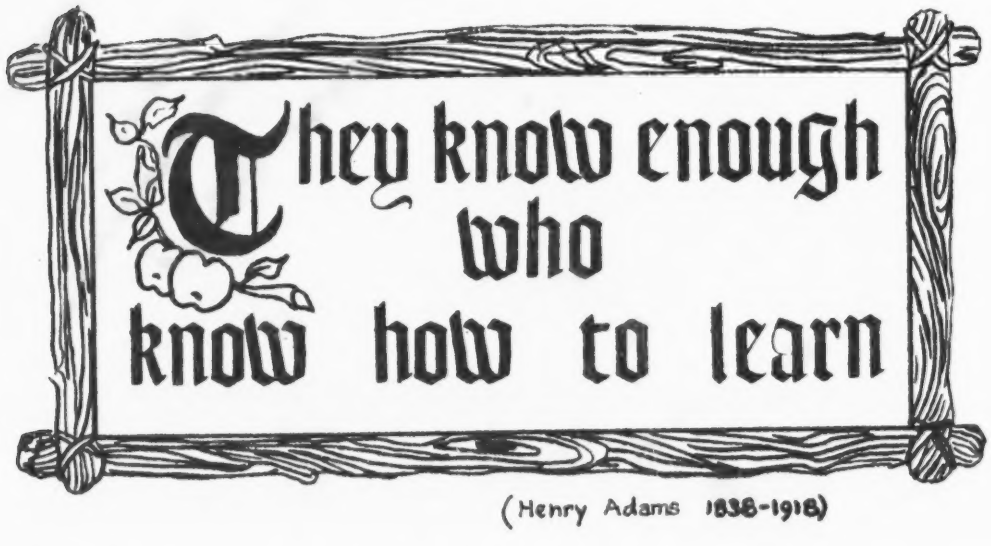
The study made on book preferences by the Washington University evaluators did not provide enough information to be really useful. No effort was made to correlate expressed interests with actual book selection in the study. The volunteers and Library Services staff felt that actual book selections and requests were more useful as a basis for ordering books. The study did indicate that children's interests vary widely, and this would seem to support the present approach of providing a wide variety of books at all reading levels.

A low inventory at the last distribution did cause a selection problem. The low inventory was a result of late funding which prevented building up an adequate stockpile of books. This situation should improve during the coming year since funding has been provided in enough time to allow an appropriate number of books to be purchased.

The method of distribution has been modified. Originally volunteers tried to work on a one-to-one basis with each student, but they found that not all children wanted so much attention. A different plan was tried at one school in the fall. Each volunteer was assigned to a group of books on the same topic and gave information about them to the children who expressed an interest. In the spring, they tried to assign one volunteer to help two or three of the younger children at a time, and the older children were left free to browse. The volunteers were available to provide information when it was requested.

As a result of the evaluation study, the R.I.F. chairman reported that they will probably follow the evaluation's recommendation of emphasizing work with younger children. The volunteers are still favorably impressed with the success of work with adolescents reported in Hooked on Books and do not want to entirely abandon working with older children. The volunteers will continue to emphasize story-telling.

Effort is being made to recruit more volunteers within the school's immediate community to work in the R.I.F. program. At present the majority of volunteers come from outside the Title I area. Involvement of neighborhood parents and others in the community would enrich the R.I.F. program.



INSTRUCTIONAL and SUPPLEMENTARY SERVICES

EVALUATION REPORT 5

ESEA Title I Component IV 1969-70

Evaluator: Dorothy Pillman

St. Louis Public Schools Division of Evaluation & Research
1517 South Theresa Avenue
St. Louis, Missouri 63104

INSTRUCTIONAL AND SUPPLEMENTARY SERVICES

Contact for Volunteers : Mrs. June Baehr, Coordinator
Volunteer Activities
911 Locust St. - 63101
231-3720

Number of Participants : 6,774

Time : Regular Year

Location : All Title I Elementary and Secondary Public Schools

Staff :

1 Volunteer Coordinator	1 Social Worker
6 Supervisors	12 Follow Through Teacher Aides
2 Psychological Examiners	5 Follow Through Socio-Medical Aides
92 Teacher Aides	1 Clerk

Cost of Program : $345,199

INSTRUCTIONAL AND SUPPLEMENTARY SERVICES

PROGRAM SUMMARY:

Title I students who have the most aggravated learning problems have programs designed specifically for them. For example, high school students with extreme adjustment problems attend the Lincoln Opportunity High School. Elementary students who are severely disabled in learning basic skills attend Rooms of Twenty.

These programs care for extreme cases, but there remain 16,300 Title I students who are five or more months below the norms in basic skills. To reduce that number, a variety of services have been made available throughout Title I schools. Teacher aides, supervisors, psychological examiners, a social worker, and a volunteer coordinator are provided by Title I funds.

A major change in supplementary services for 1970-71 is the assignment of a Title I supervisor to oversee the operation of all Title I programs in all Title I districts. Decentralization has resulted, in some cases, in a drift away from project guidelines and a lack of coherence in project policies and procedures within the same project from school to school. Teachers, principals, and supervisors have all expressed a need for more coordination and communication within projects from district to district. In 1970-71, a supervisor was given responsibility for coordinating all Title I programs in all districts throughout the city.

MONITOR'S REPORT:

A. Teacher Aides:

Teacher aides relieve classroom teachers of many of the duties that interfere with the actual job of teaching. The aides usually come from the neighborhood of the schools in which they work. Their personal knowledge of the children and the neighborhood is often a valuable resource for the school.

Teacher aides perform duties that range from accompanying teachers and students on field trips to operating audiovisual equipment. They receive special in-service training that deals with school and community relations, professional ethnics, and child development. They are also taught to keep school records, to use audiovisual equipment, to plan bulletin board displays,

to supervise children, etc. They are given information about Federal and State guidelines for ESEA Title I programs. The principal in each school gives his aides additional training as he sees the need.

In 1969-70, 66 teacher aides worked in 64 Title I elementary schools and 24 aides served in 4 Title I high schools. Many requests for teacher aides could not be met in 1969-70 because of the cut back in Title I funds. Over 100 aides who had been employed in 1968-69 could not be re-employed for 1969-70.

B. Supervisors:

There are over 2500 teachers in Title I elementary and high schools in St. Louis. All of them are involved with some phase of Title I programs. When programs or materials are introduced or changes are made, the teachers need the help of supervisors.

The need for supervisors has become increasingly urgent since St. Louis has decentralized its school administration. During the spring of 1970 the six Title I supervisors met regularly with the staff from the Division of Evaluation and Research. The most persistent problem reported in the meetings was the drift away from Rooms of Twenty and Remedial Teacher guidelines in some of the decentralized districts. The supervisors, principals, and teachers in those programs expressed an urgent need for a supervisor to be in charge of all Title I programs to assure coherence between programs in the various districts. A Title I supervisor has been appointed to provide that service for 1970-71.

C. Psychological Examiners and Social Worker:

Title I funds provide two psychological examiners and one social worker, in addition to those employed by the Board of Education. A benefit of the new supervisory organization for Title I programs is that these specialists can be used with greater focus than has previously been the case. The supervisor will have a clear perception of the most urgent problems in programs and will be able to direct the efforts of the testers and social worker to the programs where the need is greatest.

In 1969-70, the two psychological examiners worked in Title I schools administering such tests as the Stanford-Binet, the Slosson Intelligence Test, the Peabody Picture Vocabulary Test, Draw-a-Person, Bender-Gestalt, and the Wepman Auditory Test. The results were shared with parents, teachers, and principals. Students with special learning problems were assigned to such programs as the adjustment classes, Rooms of

Twenty, remedial reading, etc. The examiners worked closely with classroom teachers and community agencies.

A persistent need in the Title I program is for more social workers. Because of cut backs in Title I funding, only one social worker was provided for the 1969-70 school year. He helped students with their personal problems, made home visits, contacted social agencies, and had conferences with principals and teachers. According to teachers and principals in the Title I schools, the need for more social workers remains urgent.

D. Volunteers:

The St. Louis Title I Volunteer Program has grown remarkably. In 1967, there were 25 volunteers working with 3,000 students in two schools. By 1969-70, the program had recruited 1,100 volunteers to work with more than 21,000 students in 25 programs. Seven new programs were added in 1969-70.

The volunteer programs include after-school tutoring in 15 schools, churches, and neighborhood centers; assisting in central collection and corridor libraries by telling stories, reviewing books, and helping students select books; helping in the Art Gallery, the Vit-A-Lunch program, the community schools, the Reading is Fun-damental and Junior Great Books programs, and Follow Through. Some volunteers gave plays and presented chamber music concerts. Others served in the Distributive Education program, the School for Continued Education for pregnant girls, the Reading Clinics, and the School Health Program.

Title I funds provide for a coordinator for volunteer programs. The coordinator is responsible for recruiting, training and organizing the volunteers' work. Recruitment of volunteers begins in July of each year. Contacts are made with service clubs, sororities, universities, and church groups. Appeals are made through the two daily newspapers, neighborhood newspapers, and radio stations. Letters are written to recruit retired teachers and to involve a great variety of businesses in volunteer activities. Brochures describing volunteer opportunities are mailed. In 1969-70 over 8,000 solicitations were made.

The volunteer training sessions range from one hour orientation meetings to 12 session training courses. The coordinator also spends considerable time working with district administration staffs, principals, teachers, librarians, secretaries, and community groups.

E. Local Advisory Committee--Title I

A prevailing concern in public education is for effective community involvement in school programs. To promote that end, St. Louis has organized a Title I Advisory Committee to monitor Title I programs and to participate in decisions about them.

In 1968-69, the main function of the committee was to become familiar with the workings of each Title I project. The members visited the programs and talked with teachers and project directors. Following that general orientation, a sub-committee was formed to specialize in each project and to report back to the whole committee on each program's problems and successes.

In 1968-69 the committee was composed of two parents and one teacher from each of the five Title I districts. The members were appointed and served terms of two years. The plan was to expand the committee in 1970-71 to include more members who were less closely connected with the schools. Problems and confusion caused by St. Louis's recent decentralization move have complicated following through on the plan, but the Advisory Committee will be restructured and made more broadly representative early in the 1970-71 school year.

The new decentralization plan created five districts, four of which are Title I. Each district has two Parent Congresses, one for each of two high school and feeder--elementary school units. The new structure yields seven Title I units. Each of the seven Title I Parent Congresses has been asked to provide two members from their neighborhoods to serve on the Title I Advisory Committee. In addition, the administration of each school unit has been asked to appoint a teacher to serve. The new committee, then, will be composed of fourteen community people and seven teachers. The committee will be larger and more broadly representative than it has been. The changes could not be made in the spring of 1970 because the new Parent Congresses had not yet been organized.

The 1969-70 committee took on more specific tasks than it had dealt with in 1968-69. Members continued monitoring the Title I programs, keeping informed of changes in guidelines, and judging the relative importance of the contribution of each project. In addition to making decisions about the organization and function of the Advisory Committee, they oversaw the revision of the Rooms of Twenty grade system. They also made recommendations about the staffing of Title I branch schools and the operation of the Vit-A-Lunch program.

The Advisory Committee recommended that the Vit-A-Lunch program be expanded to include service to kindergartens. They recommended that classrooms in which Vit-A-Lunches are

served be maintained in the same fashion that regular lunch rooms are maintained: the floors should be wet mopped and accommodations should be made for collecting and disposing of the debris from lunches. Another recommendation was that full-time clerks be employed in Title I branch schools.

The recommendations for additional secretaries was accepted by the administration, but funds were not available because of the rejection of the State tax referendum. The committee implemented its decision to expand its size and broaden the representation. The committee also was effective in directing the revision of the Rooms of Twenty report card.

The Advisory Committee's recommendation for cleaning class rooms in which Vit-A-Lunches are served was reported to the Superintendent. Both the Director of Food Services and the Building Commissioner were notified of the recommendation. The Building Commissioner will make explicit the requirement of special custodial service for those classrooms in his next directive. In the meantime, he has requested that the Advisory Committee let him know the specific schools in which the complaint occurs so that he can make certain that the rooms are properly cleaned.

At the end of the year, the committee was asked to rank the Title I programs in order of priority for funding for 1970-71. The members were familiar with the objectives and the operation of all the programs and knew of their successes and failures. The committee recommended the programs in the following order of priority:

1. Rooms of Twenty
2. Lincoln High School

   Work-Study High School
3. Remedial Reading Program
4. Instructional and Supplementary Services
5. Study-Learning Resources Center
6. Vit-A-Lunch
7. Summer School
8. Curriculum Materials Center
9. Mini-Grants

WORK-STUDY HIGH SCHOOL

EVALUATION REPORT 1

ESEA Title I Component X 1969–70

Evaluator: H. Tupper Drane

St. Louis Public Schools Division of Evaluation & Research
1517 South Theresa Avenue
St. Louis, Missouri 63104

WORK-STUDY HIGH SCHOOL

Contact : Clifford Evans, Principal
Work-Study High School
1532 So. Grand - 63104
664-1111

Number of Participants : 227

Time : Regular Year

Staff :

1 Principal	1 Social Worker
1 Assistant Principal	1 Social Worker - 1 semester
12 Teachers - 2 semesters	2 Clerks
4 Teachers - 1 semester	1 Secretary
2 Counselors	2 Custodians
1 Counselor - 1 semester	1 Nurse - 1 semester
1 Librarian	2 Guards - 1 semester
1 Work Coordinator - 1 semester	4 Food Service Employees - 1 semester

Cost of Program : $374,772

WORK-STUDY HIGH SCHOOL

PROGRAM SUMMARY:

In the past, many students have graduated from St. Louis Public Schools with neither the skills to enter the job market nor the inclination to go to college. These students often have been through a compromised curriculum that has prepared them neither for college nor for meaningful employment. The consequence has been that the students graduate, then waste years drifting until they happen into a job that suits them, if they are lucky. Too often they continue drifting, untrained and unneeded.

Several years ago, St. Louis created a "satellite" work-study program to answer this problem. In cooperation with businesses in the St. Louis area, a number of high school students were selected to work half-days in a given firm and to study academic courses the other half-day. Some of the firms set up classrooms at the work site for the academic courses; in other cases, the students returned to their regular high schools for classes. They received high school credit for their work experience. Students were selected who had high potential for success in the program and who were undecided about college. The satellite work-study program was successful in improving student achievement, attendance, and attitudes toward school.

The success of the satellite program encouraged the system to elaborate upon the plan. Two years ago St. Louis began planning a high school that would be defined entirely by the concept of work-study. First, unlike the satellite program, recruitment would include high risk students, students who do not respond to the traditional high school curriculum, who are dropout-prone. Second, instead of learning the tasks of a specific job with a specific firm, the students would learn the broader skills of an occupational area. Third, the students would receive training in the job skills before being placed on the job. This arrangement would put less a burden on the cooperating firms and thus make the program accessible to small businesses. Fourth, the academic curriculum would be directly related to the job areas for which training was being offered, but would still provide credits in all subject matter areas, thus preserving the option of college for graduates of the program.

Plans and construction were completed by January, 1970, and the Work-Study High School was opened. The work-study concept is the premise of the school. The function of each component in the program is to promote either the specific skills or the kinds of attitudes and behavior that make successful

workers. Thus, the labs in which the students learn and practice their skills are like garages, restaurants, or business offices. The tasks the students perform there are those which they will perform when they become mechanics, waiters, or clerks. Their English, social studies, and math classes present aspects of the subjects that are most immediately useful on the job or in the lives of working people.

The same principle holds in supportive services, also. Counselors not only work with students' personal and scholastic concerns; they are also specialized occupational advisors in the job areas they represent. Social workers concentrate on the more intensive problems of students' adjustment to work. A job coordinator has charge of placing students on jobs, handling relations with employers, and counseling students after they have been employed. The efforts of everyone at the school, then, are directed toward training the students to be productive employees equipped with the skills and attitudes that promote successful working careers.

The campus itself is designed to reflect the curriculum of the school. There are three major occupational areas represented in the curriculum--business and distributive (retailing) education, mechanics (automobile and small engine repair), and food services (both preparation and services). There is a separate building on the campus for each job specialty. An area in each building simulates the actual physical arrangements of the trade for which training is provided. In addition, there are classrooms for English, social studies, and math. The three classrooms are separated by sliding panels which can allow the classes to be combined for instruction in parts of the subjects that overlap and are suitable for large group sessions.

Each classroom-shop building has an office for the counselor who specializes in counseling in the job specialty represented in the building. A fourth building contains the administrative offices, the offices of the job coordinators, the social workers, and the instructional media center.

The buildings were constructed and equipped with $840,000 in funds from ESEA, Title I. Construction was scheduled to be finished in time to start school in September, 1969, but strikes caused delays that postponed the opening until the following January. The delay in the construction of the buildings carried both advantages and disadvantages. The seniors who had been recruited for the program in the spring of 1969 had to be replaced by juniors and sophomores. Seniors would have had only one semester in the school, too little time to accomplish the goals of the program. That situation caused some disappointment and wasted effort. The advantage of the postponement was that key staff members were allowed a semester of additional time to organize and to develop curriculum before the opening of school.

Sending high schools had the bulk of the responsibility for recruiting the students. High school counselors and representatives of the WSHS staff explained the program in large assembly sessions in each high school. Students who were interested contacted their counselors for more explanations. If the students met criteria and their parents approved, their applications were sent to WSHS.

Students selected for WSHS had to be of average or above average ability. The school is not intended for terminal education students or for students with extreme behavior problems. Students were to be juniors or seniors,* and 90% of them had to come from Title I area high schools. Generally, students were selected who were interested either in immediate employment or in advanced technical training after graduation. Finally, students who were dropout-prone received priority. The project was interested in serving students who do not respond well to the regular high school curriculum, who have higher than average rates of tardiness and absences, and who have earned lower than average grades.

When the school was opened, two hundred fifty-nine students were enrolled. Seventy-six were in Business Education, 29 in Distributive Education, 42 in Auto Mechanics, 32 in Small Engine Repair, and 80 in Food Services. One hundred forty-seven were juniors, and 112 were sophomores. Title I high schools sent 232 (90%) of the students, and 27 came from non-Title I high schools.

Because WSHS operated just one semester last year, the evaluation could only be concerned with the processes of the school and with some interim product data. Essentially, the evaluation shows the following:

- WSHS recruited 259 students and satisfied the guideline that 90% (232) students be from Title I attendance areas. More than twice as many students applied as there were slots available. The students who were selected had poorer attendance records and lower academic achievement than did other students in Title I high schools, thus satisfying the requirement that dropout-prone students be selected.

- The instructional staff developed and implemented a program that coordinates academic instruction and shop activities in five occupational areas. Performance criteria checklists for shop activities were developed for students.

*Exceptions to this criterion were made because of the late opening of the school.

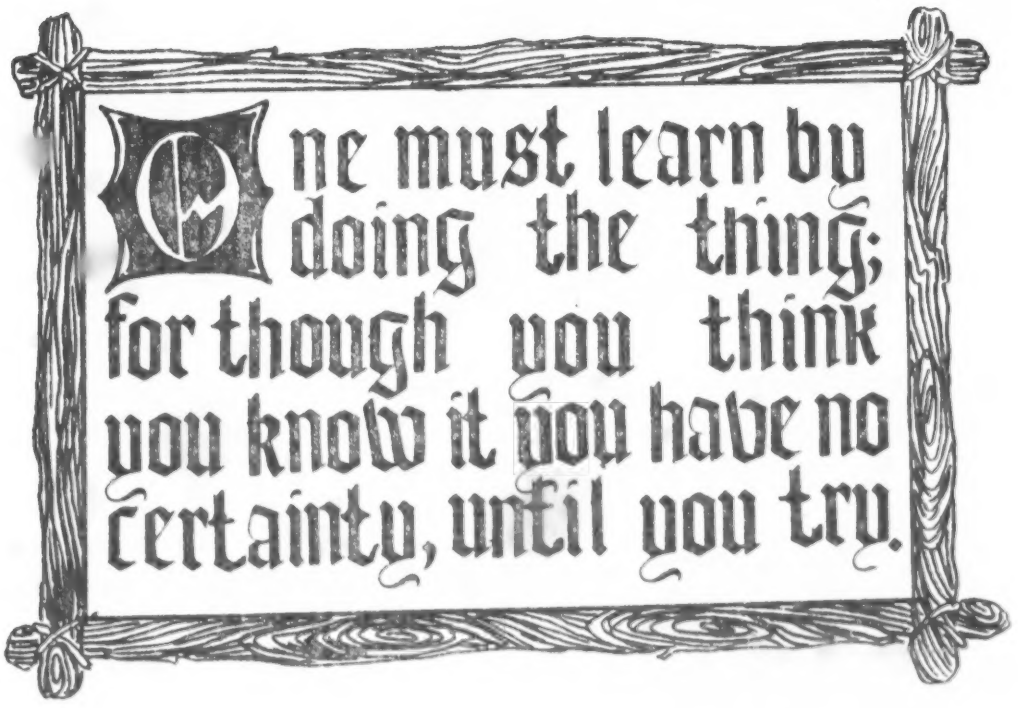
.Seventy-nine students were recommended for employment by the instructional staff. Fifty-two students (20% of the student body) were placed on jobs through efforts of the job coordinator and shop instructors. The job coordinator made 351 contacts and found twenty-five positions as a result.

.The students' grade point averages increased .44 points the second semester at WSHS over the last semester at their regular high schools. The rate of absences for WSHS students was reduced by an average of three days per student compared to the prior semester, while the rate of tardiness increased an average of three days per student.

.The counselors at WSHS established a regular program of group and individual counseling. From responses on the student questionnaire, it appeared that the counselors established themselves as ready and empathetic sources of help for the students. The change in attendance patterns of students may be attributed to the effort of the social workers who followed up absences closely but did not pressure students about tardiness.

.The rate of retention at WSHS during the first semester was 91.1%. Of the twenty-three students who withdrew, seven enrolled in another program of education.

.The student questionnaire showed that the students had a favorable attitude toward WSHS, especially their shop training. They felt they were important persons at the school.



(Sophocles)

MONITOR'S REPORT

The main concern of the project this past year was to set up the school's structure according to plan, to get it under way, and to see it through its first semester. Objectives were defined, and the function of the evaluation at this point has been simply to see to what extent objectives were met. One semester of operation of a project like this is too little time to provide a conclusive reading of product variables (appropriateness of school training to the requirements of industry, job placement, success on the job, etc.). The evaluator's concern, mostly, was with process variables (recruitment, curriculum, job descriptions. etc.). Data were collected from school files, student questionnaires, monthly report forms, interviews, and faculty-staff questionnaires.

This section of the report presents the project's nine objectives and reports on the extent to which each was met in WSHS's first semester. The results were shown to the WSHS faculty and staff at the beginning of the 1970-71 school year. Evaluators met with the faculty and staff early in the school year to get reactions to the evaluation, to answer questions, and to begin to develop objectives for the 1970-71 school year. A report on the meetings for developing objectives is included at the end of the report.

OBJECTIVE 1: To recruit 256 dropout-prone students at least 16 years of age and entering their junior and senior year, at least 90% of whom will come from high schools qualifying as eligible attendance areas under ESEA, Title I.

Two hundred fifty-nine students were recruited for the project's first semester. Twelve of the students returned to their regular high schools during the first five weeks of the program and were replaced by new recruits. Only sophomores and juniors were recruited because of the late start of the school. There were 147 (57%) juniors and 112 sophomores in the program. Title I high schools sent 232 (90%) of the students.

Over twice as many students applied for WSHS as there were slots to accommodate them. Students' preference for work-study skill areas as determined by the ease with which slots were filled is as follows:

1. Business Education
2. Automobile Mechanics
3. Distributive Education
4. Food Management
5. Small Engine Repair

Students' attendance at school, tardiness, and achievement are commonly accepted indices of dropout-proneness. Students selected for WSHS were, as a group, absent five more days per year than were their regular school classmates, and were tardy an average of three days more. Both of those differences are statistically significant.*

Title I junior students selected for WSHS had a lower grade point average than the average of students in their sending schools. Their 1968-69 GPA was .26 less than the other students in the school. That difference is not statistically significant. Students selected for WSHS had attempted .31 credits more than their classmates but averaged .55 fewer grade points. The difference in credit attempts was statistically significant, but the difference in grade points was not. WSHS recruits had more credit attempts, probably, because they had failed more classes than their Title I high school classmates. Assuming that attendance in school relates to dropout-proneness, the data indicate that students selected for WSHS are dropout-prone. Academic performance does not indicate conclusively that students were dropout-prone, but it does indicate that the students recruited had marginal average success in school previously.

*All tests of significance were applied at the .05 level.

OBJECTIVE 2: To provide students with practical shop experiences in the occupational areas of business education, distributive education, auto mechanics, small engine repair, and food management.

The shop instructors developed an evaluation checklist containing performance criteria for each skill to be mastered in the instructional lab. Students were trained in the skills and then were rated on the basis of their having achieved minimum competency for entry level employment for each skill.

Additional practical training was offered in each work area. Auto mechanics students repaired 100 cars brought in by customers, small engines students repaired 30 lawn mowers, and food students served customers on five occasions in the Tea Room and prepared meals daily for the school's cafeteria. Business students did some public typing. Both business and retail students practiced skills in a simulated business office and department store environment and used role-playing techniques frequently.

Almost all students in the business education, distributive education, and food management areas completed all activities on their shop checklists. In the auto mechanic and small engine areas, where the checklists are more comprehensive, about half the activities were completed by most of the students.

Students' attitudes toward WSHS were measured by a questionnaire with 35 Likert-type scale items.* It was administered in March, 1970 and again at the end of May, 1970. Five of the items concerned the shop. Responses indicate students' satisfaction with their choice of shop classes and with the practicality of the skills they were learning. The value of shop classes for teaching job skills was favorably perceived both in March and in May, but there was some decrease in the degree of favorable response in May. Praise of shop classes was frequent in the free response section of the questionnaire.

OBJECTIVE 3: To provide students with work-study academic courses in social studies, English, and mathematics.

The content of the academic courses was related to practical needs in each of the work areas. (See pp.6-9 for descriptions of the academic curricula.)

The data from grade reports show that these students apparently performed better in this curriculum than they had in their regular high school curriculum. The average number of grade points earned by the students in their first semester in WSHS

*The scale provided for five responses ranging on a continuum from positive to negative. The Alpha reliability coefficient for the questionnaire was .89.

was 1.3 grade points more than it had been in their regular high schools the semester before. The average number for the first semester, 1969-70, was 3.6; the average for the second semester was 4.9. The difference is statistically significant. Although both the subject matter and the instructors were different for the two semesters, it is possible to attribute the difference to increased interest, motivation, and attention. Teachers report that they did not relax their standards for grading nor did they make the content of the courses less rigorous than they had in the past.

Eleven of the items on the questionnaire dealt with the academic curriculum. Students on the average were favorably impressed with the independent studies aspect of the curriculum, the lack of homework, and the relaxed atmosphere for learning at WSHS. On all other items, the responses averaged neither favorable nor unfavorable. There was a statistically significant improvement in students' perception of the usefulness of their math instruction for work in shop.

OBJECTIVE 4: To assist the individual student in overcoming or alleviating problems of a social or personal nature by working with the individual, with his family, and with school personnel, or by referring him to the proper agency for needed services.

There was no significant change in students' perceptions of their personal and social adjustment from the March to the May administration of the student questionnaire. There is no measure of their perceptions before they entered the program, except that dropout-prone students were selected. On all items requesting information about personal and social adjustment, responses were favorable. The consensus was that they felt important at WSHS.

Attendance and tardiness data is often used to indicate students' adjustment to school. WSHS students averaged 12 days absent the semester before they entered WSHS; in their semester at WSHS, they averaged 9 days absent. That difference is statistically significant. They were absent less often at WSHS, but they were tardy more frequently. Students were tardy an average of 8.8 times in the previous semester at their regular high schools and 11.8 times at WSHS. That difference, too, is significant.

One explanation for the decrease in absences is that WSHS is more attractive to these students than the regular high schools are. Another explanation is that social workers were diligent in following up on attendance problems, but did not push the tardiness issue. During the months of April and May, they received 860 referrals, of which 681 (79%) were for attendance problems. Social workers in that same

period made 1,034 contacts (621 telephone calls, 142 home visits, and 271 conferences). Of the 1,034 contacts, 762 (74%) were for attendance problems.

Data presented under Objective 5 below is relevant to Objective 4 also.

OBJECTIVE 5: To work with students individually and in groups to help them develop positive attitudes toward work and to guide them in arriving at decisions about further training and employment in an area of work and study.

Four of the items on the student questionnaire pertained to this objective. Students agreed solidly that they had been able to speak out in the group counseling sessions. They agreed also that the self-referral policy for individual counseling helped them. They were only slightly favorable in their estimation of group counseling, however. When the questionnaire was first given, students were slightly negative in their judgment of the counselors' help in planning for the future, but average student responses became significantly more favorable toward that item by the time the questionnaire was given in May.

Counselors' monthly reports show much activity dealing with student problems and concerns. During April and May, the three counselors received 409 referrals from teachers. Discipline was the reason for 166 of the referrals, 34 were because of academic problems, and 209 concerned student adjustment problems. Counselors held 110 conferences with individual teachers. They referred 18 students to social workers. Two hundred seventy-five students came to the counselors on their own during the two month period. There was a total of 684 individual counseling sessions--60% from teacher referrals and 40% from self-referrals. Counselors also held 264 group counseling sessions during April and May. There were 270 telephone contacts and 146 personal conferences with parents and 67 conferences with administrators. Most of these activities went toward fulfilling Objective 5, according to the counselors.

OBJECTIVE 6: To recruit part-time jobs in industry, business, and public agencies in the five work-study skill areas for students who have qualified for entry level employment.

The job coordinator made 351 contacts to locate jobs for students who were eligible. Seventy-two percent of the contacts were for Business Education, 22% for Auto Mechanics, 5 1/2% for Food Management, and 1/2% were for Small Engine Repair. The percentage of placements per number of contacts is as follows:

Food Management	65%
Auto Mechanics	8%
Business Education	2%
Small Engine Repair	0%

The overall proportion of placements in relation to contracts was 7%.

OBJECTIVE 7: To place students on jobs and monitor their progress in employment.

Teachers had recommended employment for 79 (31%) of the student body by the end of May, 1970. Jobs were found for 52 (66%) of the students who were ready for employment. A total, then, of about 20% of the WSHS student body was placed on jobs by the end of its first semester of operation.

During the two months of April and May, 1970, the job coordinator received recommendations from teachers for placement of students. The number of recommendations and placements by department is as follows:

	Recommended	Placed
Business Education	16	6 (38%)
Auto Mechanics	11	6 (55%)
Small Engine Repair	2	0 (0%)
Food Management	21	13 (62%)

The Distributive Education Instructor made contacts and placed students for that department. Twenty-nine Distributive Education students were recommended and 27 (93%) were placed.

A fairly frequent complaint from students was that they had expected to begin working immediately when they enrolled at WSHS. Apparently they confused this work-study program with others that operate in the school system. Some businesses and industries appeared concerned by the duplication of requests for placing students from various work-study programs in St. Louis schools.

OBJECTIVE 8: To plan, organize and structure the activities of the program staff, developing procedures that allow maximum feasible flexibility in instituting the new program and participation of staff in decision making.

When the opening of WSHS was delayed in the fall of 1969, a program of intensive activities was planned for the staff who

had already been hired for the program. Activities included developing curricula, preparing instructional materials, designing the evaluation, visiting industrial sites, visiting the "satellite" work-study program, developing programmed instructional packets, and in-service training using micro-teaching techniques.

After the program got underway, instructors at WSHS were paid overtime an hour a day to evaluate and revise their curriculum, to coordinate their activities within work-study areas, to discuss student cases, and to engage in professional growth activities. To help organize these activities the administration developed a weekly schedule of meetings for the total staff, for work-study departments, for inter-departmental staff members with common responsibilities and for individual work.

The faculty perception of WSHS was measured with a faculty questionnaire. Overall, the staff of WSHS expressed a favorable assessment of the first semester of operation. A large majority felt they had received adequate help in developing their curriculum and instructional materials. Most of the staff members said they were satisfied with the quality of administrative organization and planning at WSHS. Generally, the staff felt that program objectives were being achieved, that they were involved in decision making, and that the administration had succeeded in establishing an atmosphere that supports initiative and that is open to suggestions.

OBJECTIVE 9: To keep students in school until graduation.

During the first semester of WSHS, the student enrollment was 259. Of that total, 23 (8.9%) had withdrawn by the end of the semester. The retention rate was 91.1%. Of the 23 students who left WSHS, 16 withdrew from school altogether. (Three were employed, three joined the armed services, and ten dropped out.) Seven left WSHS for other programs: four returned to their regular high school in the fall, two entered a tutorial program, and one entered the continuing education program for pregnant girls.

Of the 232 students enrolled from Title I high schools, 18 (7.8%) withdrew during the semester for a retention rate of 92.2%. Of the 27 students enrolled from non-Title I high schools, five (18.5%) withdrew for a retention rate of 81.5%. The withdrawal rate for the total school was 8.9%. The difference between the rate of Title I and non-Title I student withdrawal is not statistically significant.

STATUS REPORT ON OBJECTIVES FOR 1970-71

The preceding information was presented to the WSHS faculty and staff in August, 1970. When school began, the faculties of each building met to share perceptions of the evaluation and to begin to formulate objectives for the 1970-71 school year.

Later in September, the entire WSHS faculty met with staff of the Division of Evaluation and Research. One member of each of the three work area faculties spoke for his group at the meeting. The purpose of the meeting was to explore broad areas of concern in preparation for defining project performance criteria for 1970-71. Each building's spokesman reported the consensus from his building regarding the 1969-70 evaluation and outlined priorities for new objectives for 1970-71.

Each building reported that it was satisfied with the academic course objectives as they are presently stated. There was consensus among the groups that the tardiness condition is a valid concern.

The Food Management Division has developed a plan over the summer for stepping up the time table for preparing students for employment. They have also expanded their lab training to include instruction in the use of adding machines and cash registers. A unit on dietetics has been added to the curriculum. The school's Tea Room is in operation three days weekly in 1970-71.

The Automotive and Small Engine section recommended keeping the same academic objectives but with more stress upon the math course. They also suggested expanding the automotive repair component. In addition to repairing lawn mowers and chain saws, they recommended that small engine students be given experience working on motorcycles.

Several general concerns were brought before the group. Data showed that students on the average were tardy more often at WSHS than they had been at the regular high schools. The administration pointed out that more tardiness might be expected from the fact that WSHS students have to travel considerable distance to get to school and many must rely on public transportation. The plan is to identify students with chronic tardiness problems and to find solutions to their problems of arriving on time. The staff is aware that pressure to improve the tardiness rate may increase the absence rate.

A second broad area of concern was the problem of job placement. The work-study effort in St. Louis has burgeoned in

recent years; there are many programs operating throughout the system. Programs within the same system are finding themselves competing for a diminishing number of jobs in a depressed economy. Procedures are under way for improving coordination and reducing the duplication of efforts of various work-study programs.

The administration also introduced a plan for expanding the job placement follow-up effort. Counselors and administrators will each spend four hours per week developing relations with employers. The work of the counselors and administrators will be in addition to that normally done by the job coordinator.

The administration presented plans for improving communication between WSHS and the students' home schools. Students will be allowed time to participate in activities of their home school and will be given information regularly about activities going on there. WSHS will also have bi-weekly auditorium sessions at the neighboring Gallaudet school, and the high school will have its own newspaper this year.

The evaluation committee for each building will develop performance criteria for each component. In most cases the labs have developed checklists for gauging the level of competence for each skill taught. The academic curricula need to be defined in much the same manner. It would be helpful to have all objectives stated in terms of the observable behavior desired from the instruction, and the content of each course should be defensible for its appropriateness for job preparation. It is expected, also, that attendance, tardiness, drop-out, job placement, and other project goals will be stated with performance criteria specified.

At a meeting early in October, the committees presented more specific statements of objectives. A number of the objectives from 1969-70 were either retained or slightly modified. Changes in the 1969-70 objectives are as follows:

A. Instead of recruiting 256 students, the project will recruit 260 students. All of the students will be from Title I schools in 1971-72. Non-Title I students who withdraw during the 1970-71 year will be replaced by Title I students.

B. The mechanics students will receive instruction in both small engine and automotive repair.

The staff added three new objectives for 1970-71:

A. To provide through the Media Center printed and non-printed materials to the students, both academic and shop-oriented; to also provide magazines and books for recreational reading.

B. To provide a summer session at the WSHS to afford students an opportunity to make up academic credit lost through failure, or as the result of job situations which prohibit their meeting all requirements for graduation.

C. To provide a variety of activities, within the space and time limitations of the WSHS, which will develop school spirit, loyalty, and some measure of respect and allegiance on the part of students to the WSHS.

The staff is making progress toward establishing performance criteria in priority areas in the program. At the time of this report, the following criteria have been established and agreed upon by the faculty and staff:

. Business education will prepare at least 60 students for initial office jobs.

. Typing students who receive instruction in the spring semester of 1970 will improve their typing speeds by 5 WPM.

. All Distributive Education students will be placed on jobs commensurate with their training by the end of the school year.

. School attendance percentages will be raised from 91.5 to 93%. (Percentages exclude two days, the Anniversary of Martin King's Assassination and Malcolm X's birthday.)

. The tardiness rate will be reduced by 10%.

. Administrators and counselors will spend 4 hours weekly making contacts among employers.

. Job placement in Automotive, Small Engines, Business Education, and Foods will be increased by 200%.

. Automotive job placement will be increased from 7 to 14.

. Business Education job placement will increase from 7 to 33.

. Foods placement will increase from 15 to 33.

. Small Engines job placement will increase from 1 to 10.

. The job coordinator will visit each employed student on the job at least once per month.

. An assembly program will be offered at least once per month.

. A school paper, including news from students' home schools, will be published monthly beginning in November.

In addition to the performance objectives specified above, the faculty and staff of WSHS have identified a number of other goals for the 1970-71 school year. The personnel at WSHS will work with the project evaluator to state the objectives and to find appropriate measures of results.

MINI-GRANTS

EVALUATION REPORT 4

ESEA Title I Component VI 1969-70
Evaluator: Ida Schaeffer

St. Louis Public Schools Division of Evaluation & Research
1517 South Theresa Avenue
St. Louis, Missouri 63104

MINI-GRANTS

Contact : Ida Schaeffer
Division of Evaluation and Research
1517 So. Theresa - 63104
865-4550

Number of Participants: 588 Public
72 Nonpublic

Time : Regular Year

Staff : Regular school staff

Public Schools:

Dunbar
Hempstead
L'Ouverture
Pruitt
Vashon High School

Nonpublic Schools:

Providence Junior High for Boys

Grants
Maximum award per grant: $1,000

MINI-GRANTS

PROGRAM SUMMARY:

Mini-Grants are intended to encourage faculties of Title I schools to create their own solutions to problems of teaching disadvantaged youth. The programs can also provide demonstrations for other schools with similar problems. The premise of the Mini-Grant is that a school's teaching staff is often best able to define its problems and design solutions for them. This program gives faculties a stake in solving the problems they have to work with every day.

The Mini-Grant program is unique in Title I in that the local school system approves proposals submitted by individual schools. Normally, approval by the State Department of Education is required; however, in the case of Mini-Grants, approval responsibilities have been delegated to the school system. Final authorization to use the funds must be made by the State Department of Education, of course. Grants are not to exceed $1,000.

Each Mini-Grant proposal has an evaluation plan built into it. It is the responsibility of the school to collect test data and other evaluation information and report it to the Division of Evaluation and Research. The Division of Evaluation and Research monitors the programs. Next year, the bulk of that responsibility will be shifted to the new Title I Supervisor; hopefully, closer supervision and helpful direction will define the programs more carefully and increase their impact on both project schools and other schools in the system.

A school interested in applying for a Mini-Grant must follow the Guidelines for Mini-Grant Projects. Usually, an administrator and some teachers form a committee to examine achievement data and determine the subject matter area in which their students need additional help. They write a proposal presenting a plan to correct the deficiency.

Proposals are submitted first to district superintendents for their approval and are then submitted to the Division of Evaluation and Research. If the program is approved, the school is advised to order the supplies and equipment requested in the application. In some cases, a school must make changes in its proposal or provide additional information before the review committee will grant approval.

For the school year 1969-70, four public elementary schools, one parochial junior high, and one public high school were

awarded Mini-Grants. Three elementary programs and the one junior high project were intended to improve math skills. One elementary grant was to improve reading for fourth graders. The high school project dealt with English composition.

For the most part, the problems of past Mini-Grants are less apparent this year. Last year, several projects were aborted because equipment was stolen or vandalized. That did not happen this year. A frequent complaint in last year's evaluation was that Mini-Grants often had no one person in charge of them, no locus to give the project identity. That happened in only one case this year. In most cases last year, evaluation designs were too ambitious, too elaborate to be carried out. Except for one case, evaluations were more useful this year.

MONITOR'S REPORT

Providence Junior High Math Project:

Two classes each of 7th and 8th grade low achievers participated in a program called Low Achiever Motivation Project (L.A.M.P.). The program involves the use of a carefully programmed, detailed instruction manual and a calculator. Title I funds were used to rent Olivetti-Underwood Divisumma-24 Calculators for the project. Students used flowcharting, had practical experience with business accounting, and used calculators to check their work. Group work was involved. Arithmetic processes were flowcharted, the teacher inspected the processes, and the students checked their work on calculators. A total of 72 boys were involved with the project. ITBS scores showed a year's average gain for both 7th and 8th graders in the year of the project.

Dunbar Elementary Math Lab:

A teacher at Dunbar elementary school created a math lab to help fourth, fifth, and sixth graders who had serious problems with arithmetic. A vacant basement room was set aside and decorated for the lab. Title I funds were used to purchase a variety of math teaching aids and materials especially suited to low achievers. Combinations of large group, small group, and individual instruction were offered. Forty-one upper primary and 30 middle and upper grade students participated in the project. Students were in the lab for approximately one hour per day one day a week. Sessions were also held after school. A lot of effort was given to involving students personally in math problem solving. The program was

offered in addition to the regular arithmetic curriculum. Students present for both pre- and post-testing averaged a year's growth in achievement in the year of the project.

Pruitt Math Lab:

The organization and purpose of Pruitt's math lab was similar to Dunbar's. Students in grades four through eight met daily, however, in the lab. Regular classroom teachers observed the classes both to learn new techniques and to monitor the progress of students they sent to the classes. The 79 students in the program averaged 1.1 years' gain on the ITBS math sub-test in the one year of the project.

Hempstead Math Project:

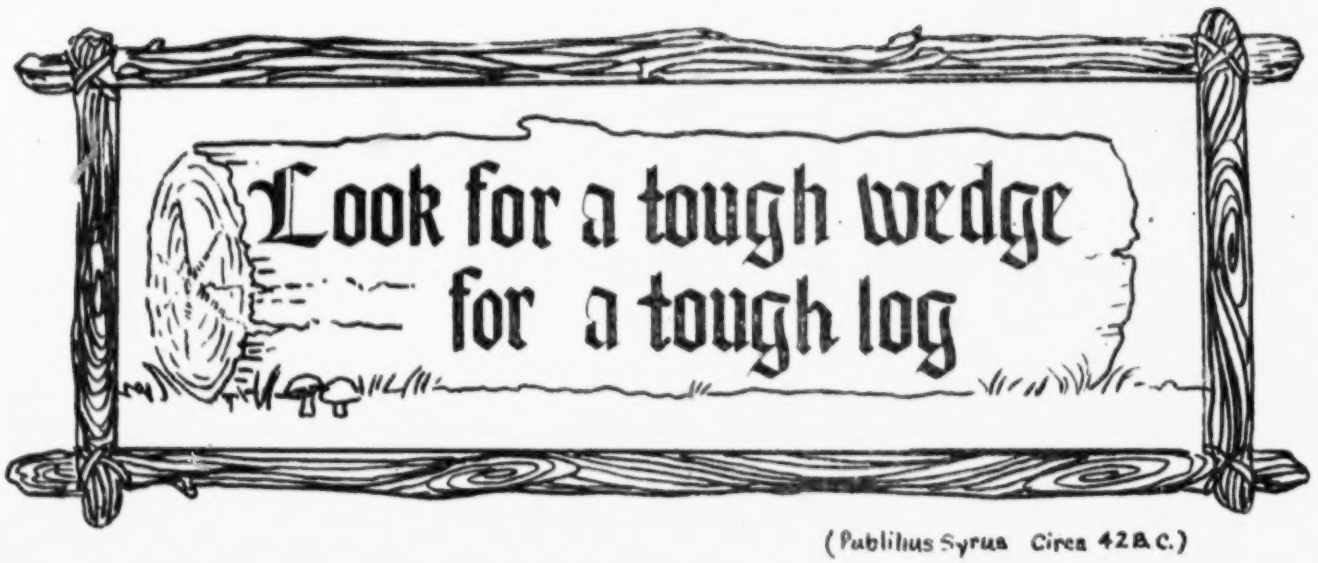
Mini-Grant funds were used to purchase math materials for use in all four sixth grade classes at Hempstead school. The grant purchased the S.R.A. Computational Kit, the Cyclo-Teacher, and Arithmetic Flash Cards. The materials were used to reinforce instruction in multiplication and division facts. The Title I evaluator believed that the materials were spread too thin to achieve the effects Mini-Grants are intended to achieve. The program also had no one person in charge to give it identity. The 111 sixth graders who were exposed to the materials made an average 5.1 months' gain in the year of the project.

L'Overture Reading Project:

Fourth graders at L'Overture consistently score below grade level in reading. A Mini-Grant was used to purchase a Controlled Reader and additional supplementary materials for two fourth grade classes. The plan was to provide a variety of ways to reinforce basic reading concepts. The same concepts were presented through different media, including films, film strips, the St. Louis Vocabulary Development Project, Phonics We Use, the Controlled Reader, reading games, etc. Fourth graders made one year's gain in the year of the project and increased their learning rate from .60 to .69.

Vashon High School Composition Mini-Grant:

The Vashon High School English faculty used a Mini-Grant to improve 90 ninth graders' composition skill. In this pilot program, the teachers used pictures, transparencies, filmstrips, films, records, and sound tapes to stimulate students to express themselves. Teachers were given in-service training that presented various ways of stimulating oral and written composition. Results are difficult to determine; there was a control group, but data were not carefully collected and the data available are inconclusive.



(Publilius Syrus Circa 42 B.C.)

AUDIOVISUAL SERVICES

[redacted]

AUDIOVISUAL SERVICE: NON-PUBLIC SCHOOLS

PROGRAM SUMMARY:

More than 2100 children are enrolled in 23 non-public schools in areas eligible for ESEA Title I Programs in St. Louis. The St. Louis Public School's Division of Curriculum Services has supplied audiovisual materials and equipment to non-public schools since 1966. Legal title and administrative responsibility for the materials and equipment remains with the St. Louis Board of Education.

Personnel from the non-public schools and staff from Audiovisual Services selected materials and equipment that would be suitable to the schools' curricula. Catalogs and audiovisual guides were prepared and issued to each teacher in the Title I private schools. The Audiovisual Division conducted workshops for principals and audiovisual coordinators from the schools. Workshops were conducted only during the first year of the program, and the sessions were held at the Division of Curriculum Services. Since then, the service has been limited to a liaison arrangement between a supervisor at Audiovisual Services and the audiovisual coordinator in each school. The public school provides a part-time driver who delivers materials weekly and maintains the equipment in the private schools.

An evaluator from the Division of Evaluation and Research visited each Title I non-public school during the 1969-70 school year. The purpose of the visits was to observe how the audiovisual materials were being used and to get suggestions from teachers about how the service could be improved.

Audiovisual materials and equipment are being used widely, and the teachers appreciate the service. The major complaint was that providing audiovisual materials and equipment is the extent of the service available to non-public schools--that staff needs and needs for money for testing services, field trips, etc., are at least as pressing as is the need for audiovisual service.

MONITOR'S REPORT:

In 1969-70, a loan library of 125 titles (462 films) was maintained at the Division of Audiovisual Services for non-public Title I schools. An average of 65 films per school were ordered from the library during the 1969-70 school year. Audiovisual Services was able to fill 98% of the requests for materials; the remainder could not be filled because the

materials ordered were in use in other non-public schools. Audiovisual service to non-public schools increased 7% over 1968-69. In addition to supplying films, records, tapes, etc., each school was provided a filmstrip library on loan from the Board of Education. Each school is provided with projection equipment, tape recorders, record players, etc.

The evaluator observed frequent use of overhead projectors in the schools. Teachers also used commericially produced instructional tapes to good advantage. There were a number of cases of teachers and students making their own tapes. The teachers used Controlled Readers and reported a need for more reading equipment and materials to accompany the machines.

Audiovisual equipment has done much to help teachers individualize instruction. For example, multi-media capabilities have allowed reading teachers to let one group of students work at its pace with a Controlled Reader while another group has phonics drill with tapes and headsets. Still another group engages in recreational reading while others have workbook practice. Simultaneously, the teacher can be helping another group with its Dolch words. Audiovisual aids, then, have allowed non-public school teachers considerably more variety of materials and methods than were generally available before Title I.

The schools are satisfied with audiovisual services. The predominant complaint is that Title I service has been restricted to audiovisual equipment and materials. The following concerns of teachers and principals recurred with considerable frequency.

1. Non-public school personnel feel strongly about the need for funds to pay qualified personnel. Non-public schools are understaffed because of the lack of money for teachers' salaries. Volunteers furnish some help, but they are usually untrained. Title I funds should be made available for in-service training for volunteers.

2. Many Title I non-public schools expressed a need for standardized test materials. Both Catholic and Lutheran schools have begun a test program, but test results thus far have been of marginal use. Many teachers feel a need for tests to use for diagnosis throughout the year and to provide guides for planning future programs.

3. A number of teachers believed that Title I funds could be appropriately used to finance educational field trips for academically disadvantaged children in non-public Title I schools.

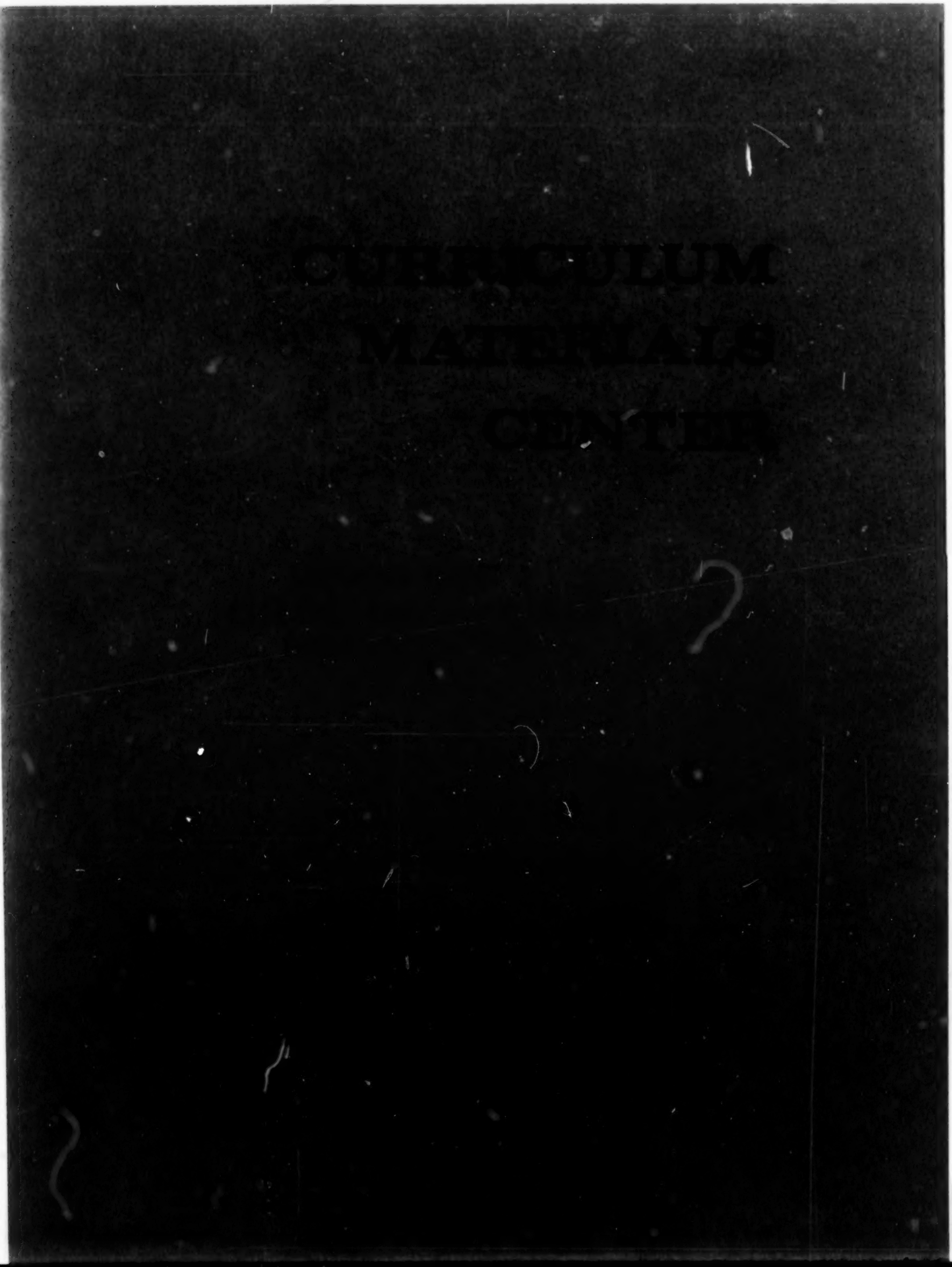
4. Title I funds should be available to pay for released time for teachers to be trained to use audiovisual equipment.

5. More instructional materials (especially in math) are needed.

As the law presently stands, however, Title I can provide for salaries only within public school buildings, and children cannot be enrolled in two different schools during the regular school day. This limits the participation of private school children to after-school programs and to the service of educational materials and equipment. After-school programs have not been successful in the past.

The basic feeling throughout the non-public schools is that Title I service is valuable, and they appreciate it. There is considerable concern, however, that unless aid is expanded, the non-public schools will not be able to meet the challenge of education for children from deprived backgrounds.

(Publilius Syrus C.A. 42B.C.)


CURRICULUM
MATERIALS
CENTER

CURRICULUM MATERIALS CENTER

Contact	:	Mrs. Edna Waitfield Curriculum Materials Center 1517 So. Theresa - 63104 865-4550
Time	:	Regular Year
Staff	:	1 Director 1 Clerk
Cost of Program	:	$27,714

CURRICULUM MATERIALS CENTER

PROGRAM SUMMARY:

Each year there is a flood of new materials on the educational market--books, records, films, filmstrips, games, and curriculum guides. The classroom teachers do not have time to cull through all of the materials, but they frequently want to use new materials and techniques to reinforce classroom work. A major objective of the Center is to review educational materials for teachers. Another major objective is to help teachers use the materials and to learn skills for developing their own supplementary materials.

A director and one secretary staff the Center. Leads on various materials and supplies are obtained from advertising brochures, periodicals, salesmen, conferences, and meetings. Materials are then solicited from companies on approval and screened for presentation to curriculum committees for evaluation.

Committee members try out new materials in their classrooms and report directly to the committees on the classroom value of the materials. The evaluations of the various committees are kept on file at the Center and are used in compiling lists of new materials. These lists contain commercial catalog information on the materials, as well as grade spans for which the various materials are designed and the specific skills the materials can help to develop.

The major objective of the project in 1969-70 was to expand both the volume and the variety of services to the schools. In addition to selecting materials for use in Title I schools, the Center expanded its services in video-taping and in teaching the skills needed to prepare original audiovisual materials. Services were provided to 2,252 people during the 1969-70 school year.

MONITOR'S REPORT

The Curriculum Materials Center is not merely a place to display the wares of publishers. It is concerned with the quality and aptness of the materials selected, and with making certain that materials have been thoroughly tested and reviewed before they are recommended. For each item

that is selected for review by the Center, many samples are examined, and only about half the items reviewed are accepted. The arduous process of reviewing and testing materials reduces the number that are recommended, but it does, hopefully, increase the quality of the offerings. In 1969-70, 206 materials were obtained, 103 were approved, 72 were rejected and 23 are still being evaluated.

Besides being a clearing house for new materials, the Center provided a variety of other services. For example, the Director worked in a Title I high school with an economics class to help them learn transfer lifting. The class developed a project on poverty which they wanted to illustrate with pictures from popular magazines. They learned to lift pictures from the magazines and to make transparencies for projection. The Director also helped students at Lincoln make video-tapes of themselves in individual and group situations. The video-tapes were used in counseling.

The Center conducted workshops to demonstrate new tapes, to give ideas for bulletin board displays, to teach laminating, and to set up listening centers in classrooms. For instance, a group of teachers who were interested in listening centers attended three sessions from 3:00 to 6:00 P.M. In those sessions they learned to use the tape recorder, the record player with headphones, and the commercially produced teaching-listening materials. They learned to set up listening centers in their own classrooms and to develop their own listening center materials.

Another type of service is represented by the work the Center did with the new Work-Study High School. The faculty of the new high school had a semester of time for developing curriculum before the actual opening of school in January, 1970. The Center's staff worked with the faculty at the Work-Study High School for six days from 8:30 A.M. until noon helping them make audiovisual materials to fit each unit of study.

Principals and Supervisors from the five Title I districts were invited to attend sessions at the Center to become acquainted with the new materials approved and available for purchase. Four of the districts took advantage of this opportunity. Also, sessions at the Center were planned for the Parent Congresses of the Title I districts. Parents were placed in small groups and each group had a chance to actually use the new equipment and materials.

They rotated to five different groups and were involved in five different activities. At the listening posts each parent put on earphones and completed a typical assignment.

Title I educators from nonpublic schools attended workshops at the Center. Nuns, priests, and lay teachers from the Catholic and Lutheran schools came to the Center to become acquainted with the new materials and to learn how to use them.

In the 1968-69 evaluation, recommendations were made about the nature and focus of the services of the Center. The evaluation was concerned especially with ways of bringing the Center's service to more teachers, of making the Center's service an important resource for teachers. Four specific suggestions were made in the last evaluation:

1. <u>A catalog with a listing of all recommended materials would be helpful to the Title I teachers</u>.

In 1969-70, color-coded catalogs and catalog supplements were sent to each of the 107 Title I elementary and high schools. The catalogs were available to individual teachers upon request. The Center staff also developed three comprehensive curriculum bulletins for the Division of Curriculum Services. The bulletins were sent to each of the 2,200 teachers in the Title I schools.

2. <u>Since the Center fills a new and unique role in the system, teachers and principals need to be sought out and sold on the Center's service</u>.

In the one semester of operation in 1969, 265 people attended 13 meetings conducted by the staff at the Center. About 70 of the 265 people were teachers. During the 1969-70 school year, however, 2,252 people attended 84 meetings conducted by the Center. About 1,400 of them were teachers and about 400 were students. The remainder were supervisors, principals, district superintendents, and parents. Three meetings with a total of about 100 people attending were held for non-public school educators.

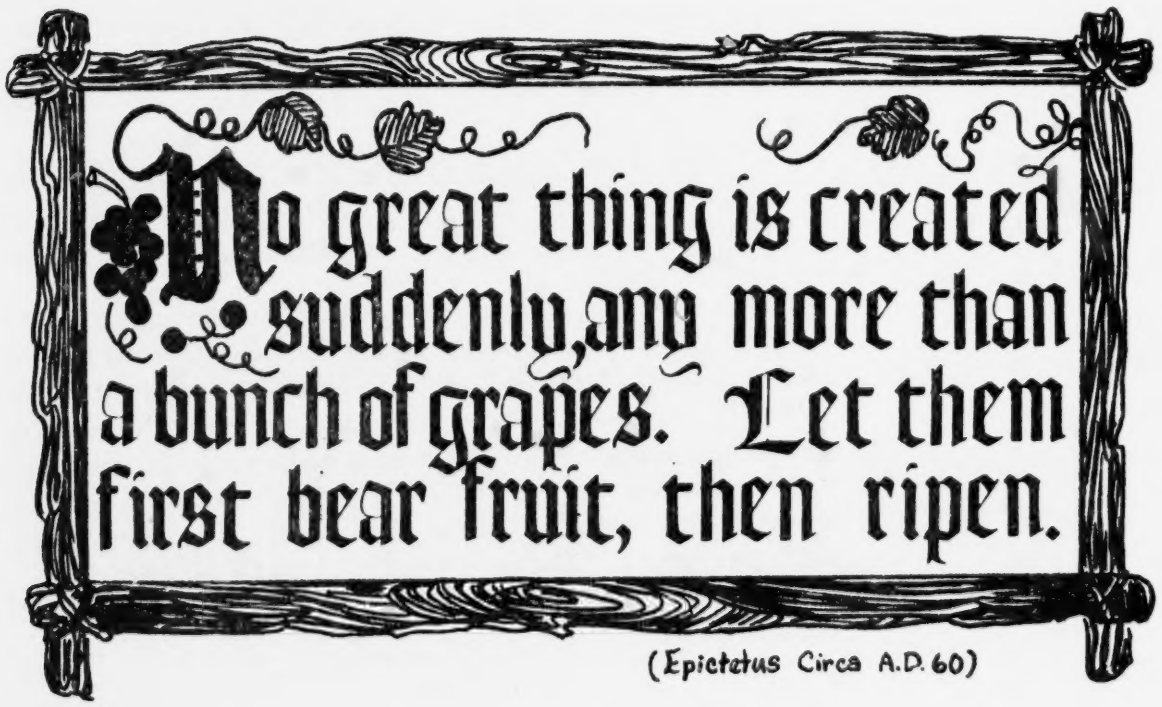
3. Hours should be flexible enough to allow teachers to make more use of the Center.

The Center remained open for the greater portion of the school year from 8:00 P.M. until 6:00 P.M. When the District Parent Congresses attended sessions, the Center was open from 7:00 P.M. until 10:00 P.M. The Center operated by appointment and was open whenever there was a request for service.

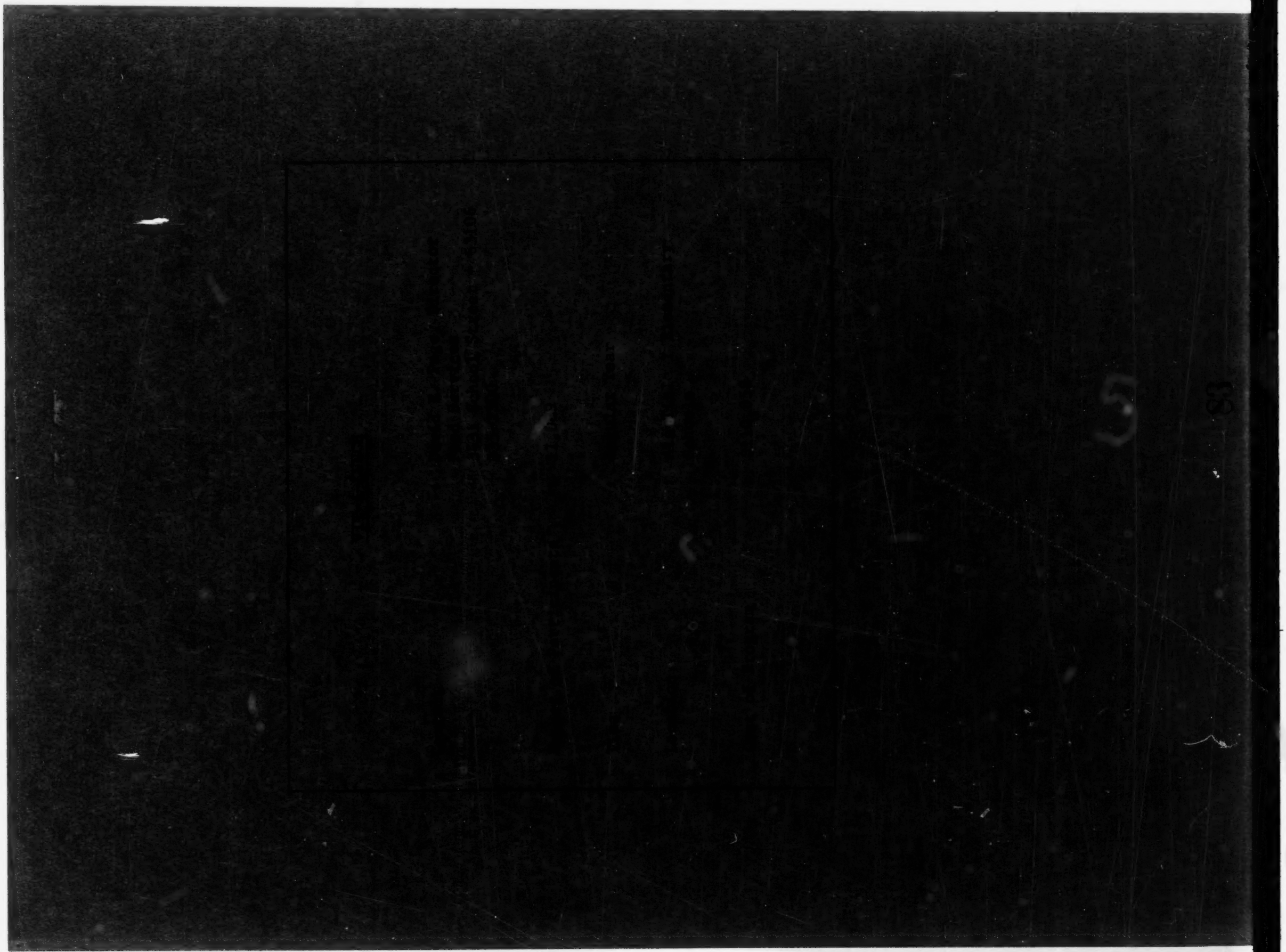
4. The Center should accommodate a greater number of schools.

In the one semester it operated in the 1968-69 school year, the Center served 15 schools. During the 1969-70 school year, service was provided for 93 Title I schools.

The practical, on-the-spot technical services of helping teachers and students develop curriculum materials and use various media seems a hopeful direction for the Center to pursue. Center staff members have gained experience and skill, and the Title I schools have begun to use the service productively.


No great thing is created suddenly, any more than a bunch of grapes. Let them first bear fruit, then ripen.
(Epictetus Circa A.D. 60)

VIT·A·LUNCH



VIT-A-LUNCH PROGRAM

PROGRAM SUMMARY:

The Vit-A-Lunch is a cold meal that meets Type A nutritional standards set by the Department of Agriculture. The meal costs a child 25 cents, if he can afford it. Otherwise he gets it at a reduced price or free. The lunch gives a 6th grader 1/3 to 1/2 of his daily food requirement. It includes 1/2 pint of milk, 2 ounces of protein, and a total of 3/4 cup of vegetables or fruit. Meals are prepared in 8 central locations and are distributed daily to all elementary schools in the district.

The objective of the Vit-A-Lunch program has been to make a school lunch available inexpensively to all children in the system and free or at a reduced price to poor children. This was to be done without spending great amounts of money on remodeling and equipment for preparation and storage of food. Those objectives were achieved by the end of the 1968-69 school year. A palatable meal was available to every child in St. Louis schools, and there was minimum expense for space and equipment.

Concurrently with fulfilling that objective, Food Services has worked to refine the processes of production, the quality of the lunches, and the participation. In 1968-69, about 20% of the students in average daily attendance received Vit-A-Lunches. That percentage was increased to about 25% in 1969-70. Food Service's objective is to increase participation to above 30% in 1970-71.

In 1969-70 Food Services provided 2,266,475 free and partially paid meals at a total cost of $694,994.02. Sixteen percent (16%) of those funds were provided by ESEA, Title I.

MONITOR'S REPORT:

The chief problems observed in last year's evaluation of Vit-A-Lunch were created by the nature of the program itself: cold lunches are probably less desireable than hot ones, and the children do not respond as well as could be hoped to nutritious cold foods. The hope expressed last year of including a hot food has had to be abandoned for the foreseeable future. The estimated cost of supplying a hot item in a meal runs as high as $750,000. More is being done to make the present cold meal more acceptable to the children.

Food Services believes that many of the problems reported last year will be solved by the use of a new system of preparing and packaging the lunches. Previously, the meals had to be prepared the day before they were served. A new conveyor system will make the preparation of the lunches so efficient that the meals can be prepared and assembled on the day they will be eaten. The system will allow the bread in the sandwiches to be fresh from the package. The frost that occasionally formed in the lunches when they were stored over-night will no longer appear. The meals, generally, will be fresher next year, and thus, hopefully, more palatable.

Beyond that, students' reactions to a number of foods are serving as guides in refining the Vit-A-Lunch offerings. The butter problem, a constant complaint last year, has been partially solved by the Department of Agriculture's reduction of the butter requirement. Previously, the requirement had asked that children dispose of 1/2 stick of butter per meal. Now, the Department of Agriculture requires only 1/4 stick. One-fourth stick is much more easily disguised; the butter appears mixed with a variety of bases (peanut butter, jelly, mustard, etc.) and is placed between crackers. Thus, those who will eat it can; those who do not like it do not have to eat around it in their sandwiches. Other foods, like bean salad, pickle loaf, pickeled beets, etc. have been eliminated from the menus altogether because they are frequently rejected by students. The following tables rank the pupils' food preferences. Table I lists them in order of preference; Table II ranks items least preferred first:

TABLE I

PUPIL OPINIONNAIRE
(Regular Participants)

Lunch Items Preferred by Students

(1)	chicken	(6)	oranges
(2)	braunschweiger	(7)	jello
(3)	mustard & catsup	(8)	cole slaw
(4)	bananas	(9)	apples
(5)	meat loaf	(10)	bologna

TABLE II

PUPIL OPINIONNAIRE
(Regular Participants)

Lunch Items Least Preferred by Students

(1)	green bean salad	(6)	cole slaw
(2)	salads ("things in little cups")	(7)	carrots & celery
(3)	bananas	(8)	salami
(4)	crackers (with butter)	(9)	braunschweiger
(5)	jello (with carrots)	(10)	apples

Within the limits of balanced nutrition and reasonable variety of menus, Food Services will use these suggestions for planning menus next year.

Butter continues to appear as a symbol of frustration for the project. Adults are appalled at the children's rejection of the precious commodity. Butter rejection seems to become an emblem for the general waste adults see in the program: kids taking a bite of a sandwich and rejecting the rest, sniffing at a salad and turning up their noses, complaining about a browning banana. Outrage at the waste of expensive food is expressed by principals, teachers, custodians, clerks, and parents. (Few adults eat the lunches themselves.) One wonders whether there is not a general negative fixation among the public about institutional food programs that makes objective interpretation of information difficult. Waste is an ancient complaint in lunch programs whether hot or cold, whether school, hospital, or factory. Still, there is considerable rejection of food, and the people in the schools express resentment of the program for that and other reasons.

Besides the waste, a continuing complaint from the school is the added burden of administering the program. Teacher aides have to collect money, clerks have to process forms and place orders, principals have to assign people to supervise the lunch room. (In some cases they supervise it themselves.) Teacher aides or volunteers are sometimes pulled off more exciting jobs to handle the many details of administering the program. Lunches have to be passed out, and debris must be cleaned up. There is work involved in the program, certainly.

The schools are required to account for lunches. They must order them, distribute them, keep track of the numbers of free and paid lunches. That has been true, of course, of any lunch program, and there is question about whether there are more forms of work involved with this program than with other lunch programs that serve a good percentage of the students in a school. The impression of unusual volumes of forms and accounts resulting from Vit-A-Lunch may come from the fact that the schools either had no lunch program before, had programs that served fewer children, or employed a kitchen staff that handled the bookkeeping for the program. The principal reason for the increase in work for the schools would seem to be the increase in numbers of lunches served to children.

A factor of the Vit-A-Lunch program that creates work is the policy of providing the lunches free to children from poor families. Principals are responsible for seeing to it that children who are eligible are given every opportunity to eat free or reduced price lunches. Requirements for eligibility have been liberalized this past year. Previously, children from ADC families or from families eligible for food stamps could have lunches free or at reduced price. In 1969-70, children from families equally as poor as ADC or food stamp families were given the same benefit. Principals and social workers locate children eligible for free lunches, following guidelines established by the Division of Pupil Personnel and state government. The increase in participation over 1969-70 reflected in Table III can be largely accounted for by the increase in free and partial paid lunches.

TABLE III

VIT-A-LUNCH PROGRAM

COMPARISON 1968-69 AND 1969-70

MONTH	NO. OF SCHOOLS PARTICIPATING* 1968-69	1969-70	AVERAGE DAILY PARTICIPATION 1968-69	1969-70	TOTAL REIMBURSABLE LUNCHES SERVED 1968-69	1969-70	FREE OR REDUCED PRICE LUNCHES 1968-69	1969-70	PERCENTAGE OF PARTICIPATION #1968-69	**1969-70
September	113	145	9,751	12,823	175,521	243,636	92,419	149,541	17.3%	19.4%
October	123	145	11,540	16,202	265,433	372,657	154,480	246,479	19.2%	24.5%
November	127	146	12,912	16,926	232,185	253,893	132,787	169,474	21.2%	25.55%
December	134	147	13,603	17,444	204,191	296,557	116,123	200,600	20.3%	25.55%
January	142	147	13,858	17,640	291,027	335,160	134,178	226,020	20.4%	22.32%
February	143	147	15,143	17,849	302,869	339,145	153,522	236,879	**22.8%	19.3%
March	143	147	15,461	17,783	309,322	302,311	169,155	215,435	**23.1%	21.7%
April	143	147	15,039	17,443	270,704	383,745	150,297	285,764	**22.3%	26.6%
May	144	147	14,134	16,788	296,804	352,549	173,922	268,423	**20.9%	18.1%
June	144	147	13,848	15,939	96,936	111,570	59,713	84,967	**20.5%	5.9%
			13,528 (Average)	16,684	2,444,992 (Totals)	2,991,223	1,336,596 (Totals)	2,083,582		

* Includes 1 parochial school
\# Percentage of Participation of Average Daily Attendance in School That Had Access to Lunches
** Percentage of Participation of Average Daily Attendance

Last year's evaluation reported a continuing problem with children who do not pay for their lunches being treated differently from those who do pay. Free lunch children were sometimes put into separate lines or given a different colored token to redeem for lunches. Incidents of this violation of guidelines have apparently been reduced this year. The Director of Food Services has made considerable issue of this point to the schools. The Title I evaluator of the program saw no cases of differential treatment in the schools she visited this year.

Other problems reported last year have not yet been resolved. Space limitations, for instance, continue to hamper the program. It was originally believed that the Vit-A-Lunch, by its nature, would solve the space problem. The lunch is self-contained, entirely portable. It can easily be eaten in a classroom. Resistance comes, however, from teachers who do not savor the lingering odors of bologna through the afternoon hours. Custodians dislike the additional clean-up chores caused by the dispersion of lunch litter throughout several rooms of the school.

Schools with lunch rooms have few problems. In other schools, gyms are used. Some principals, however, consign the Vit-A-Lunch sessions to unused, undecorated basement rooms--atmospheres not likely to help overcome resistance to cold, prepackaged lunches.

In some schools space is carefully set aside, decorated and planned to enhance the Vit-A-Lunch. Some few teachers and principals have taken the initiative to proselytize for the program, to support it with ingenuity, to use it as an occasion for teaching nutrition facts and basic table manners.

In schools where a positive tone is set for the program by the administration and faculty, Food Services reports higher participation and fewer complaints.

Food Services' objective for 1970-71 is to increase participation to above 30%. The present percentage of participation is about 25%. A 5% increase for next year can be expected to be harder to achieve than it was this past year. Liberalized free lunch policies boosted participation considerably last year, and these policies will continue next year. Food Services is relying mostly upon the conveyor system's capacity for preparing fresher lunches and upon refinements in the menu to achieve their participation goal for next year. They feel strongly that more positive support from schools--even to the point of teachers' occasionally eating the lunches--would make their new participation goal more easily attained.

SUMMER SCHOOL

EVALUATION REPORT 5

ESEA Title I Component XII 1969-70

Evaluator: Margaret Hamilton

SUMMER SCHOOL

Number of Participants : 11,344

Time : 8 weeks, 5 days per week, 4 hours per day

Staff (Part-time):

1 Administrator	92 High School Teachers	1 Writer-Producer
38 Principals	4 Psychological Examiners	11 Librarians
3 Assistant Principals	2 Speech Therapists	6 Evaluators
4 Coordinators	10 Counselors	54 Teacher Aides
7 Supervisors	10 Social Workers	43 Clerks
416 Elementary Teachers	8 Program Developers	4 Library Clerks
22 Remedial Reading Teachers	4 Nurses	4 Student Helpers

Staff (Full-time):

5 Librarians	3 Audiovisual Aides	1 Student Helper
4 Library Clerks	3 Evaluators	

Volunteers: 62 R.I.F. Volunteers, 4 other Volunteers

Location : 38 Public Schools

In-Service - Black Studies:

Time: 6 weeks, 4 hours per day

Staff: 1 Part-time Supervisor
1 Part-time Clerk

Participants: 13 Teachers

In-Service - Career Opportunity Teacher Aides:
(Joint in-service with Education Professions Development Act, college credit given)

Time: 8 weeks, 6 hours per day

Staff: 4 Part-time Instructor-Coordinators
1 Part-time Instructor

Participants: 85 Teacher Aides
30 Principals (3 day orientation)
30 Team Leaders (3 day orientation)

In-Service - Video Tape:

Program was developed for fall in-service for teachers

Cost of Program : $479,045

SUMMER SCHOOL

PROGRAM SUMMARY:

Title I summer school is offered to improve basic skills in reading, language, and arithmetic. Five Title I high schools offered courses that students most often need to make up for graduation. Each of the 33 elementary summer schools designed its own summer program this year. Some schools attempted to improve the children's attitudes toward school as a route to improving their learning; those schools included field trips and other enrichment projects with the regular offerings. Other schools made special efforts to present a greater than usual variety of materials to provide students alternate ways of learning basic skills. Some schools offered the same materials and methods that are offered in the regular school year.

In addition to the customary offerings, Title I financed several special curriculum, in-service and instruction projects. A team of 13 teachers produced a variety of black studies materials, including radio programs, bibliographies, and posters. Another group of teachers made eight video-tapes to introduce a series of reading materials to Title I primary level teachers. Title I funds paid for part of the pre-service instruction for 85 members of the new COP teacher training program. Lincoln High School's faculty spent the summer in a special program combining the study of psychology and sociology with teaching troubled high school students. Remedial reading techniques were taught to 22 regular classroom teachers at three district reading clinics. One district recruited underachievers for a Youth-Tutoring-Youth project. A day camp experience was given to 3,000 children. Eight schools sponsored a Reading is Fun-damental program.

Evaluators observed each elementary summer school class at least once during the summer. A random sample of elementary classrooms was selected for more intensive observation of techniques and to find information about objectives and attitudes of teachers, principals, and pupils.

The five Title I high schools enrolled a total of 2,482 students. The average daily attendance was 2,118 (85%). The percent of failing grades ranged from 5% in one school to 25% in another. Elementary schools enrolled 8,862 children; average daily attendance was 6,847 (77%).

Recent funding of the State foundation program for summer school brought also the requirement for 160 hours of instruction time--daily sessions of 4 hours for 8 weeks. Summer programs in St. Louis in the past had lasted only 6 weeks. The most frequent complaint among teachers was that the session lasted too long. The students' feelings about 8 weeks of summer school may be expressed in the attendance rate. During the regular school year, the Title I elementary average daily attendance was 91%*, as opposed to the 77% of the summer school. There was a dip in ADA after the first six weeks.

The unpredictability of financing has frustrated St. Louis's Title I summer schools in the past. Vagaries of Federal appropriations and allocations, and of State reallocation of Title I funds have hampered planning for summer school. The system has never known for certain whether there would be funds available for summer programs; even assuming in good faith that there would be funds, the amount was unpredictable. Funding was too uncertain to plan programs in detail or to ask teachers to commit in advance their time for the summer.

The result is predictable. For the most part, St. Louis had school as usual for eight more weeks into the summer. There were exceptions, certainly, but in few cases are there persuasive measures of the effect of summer school. Standardized achievement, costly both in money and time, can not be expected to show short term gains. Comparing results of May, 1970, with May, 1971, ITBS scores could not be expected to reveal much about the effect of the 1970 summer school.

It appears that funding has been straightened out for the 1970-71 school year, that the system will know further in advance and more precisely what funds to count on for summer school. Recommendations at this point are that all programs that operate next summer plan their programs around pre-established performance criteria. Each project will present a program description for approval, and the programs will include clearly defined, measureable objectives.

MONITOR'S REPORT:

The following programs took place in St. Louis in addition to the normal summer school. Special programs for the summer were offered at Lincoln High School, the reading clinics, and in the Reading is Fun-damental project. The report on Lincoln's summer offering appears on p. 101 and the report on the summer Reading is Fun-damental program is on p. 31.

*Average Daily Attendance was not recorded for Title I summer school in 1969.

Video-Taping For Teacher In-service:

Last year a committee of teachers selected the Open Highways primary reading program for children in Title I schools. The series departs from traditional approaches to teaching reading in the early grades and is planned especially for children who have trouble learning to read. The new reading program required some special orientation and instruction for the teachers who use it.

In-service training for large numbers of teachers has often been hapless in the past. A thousand primary teachers have a thousand problems of transportation and scheduling that make attendance a problem. The presentations of large in-service sessions have to be highly structured and remote, without much chance for questions or involvement and demonstration. Still, the need for informing large numbers of teachers about new materials and training them in new methods is urgent.

For that reason, personnel from the St. Louis Curriculum Division created a set of video-tapes to introduce and demonstrate the new Open Highways series to primary teachers. The series of eight video-tapes can be used in a variety of ways that will be better than the usual mass teacher indoctrination sessions. The tapes can be used in district-wide in-service sessions for primary teachers. (The St. Louis School System is divided into five decentralized districts.) It is possible for the primary teachers from several schools within a district to hold meetings to view the films. Individual schools can schedule the tapes for small group in-service use. Elementary supervisors and personnel from the Curriculum Division can be present at any of the meetings to answer questions and work with small groups. Each of the five decentralized districts will have its own tape deck and a combination monitor-receiver for viewing the tapes.

The eight tapes in the series are each thirty minutes long, and it took four weeks to produce them. The first tape introduces the series. The six succeeding films explain materials and procedures and demonstrate techniques in the three levels of instruction of the programs. The eighth film summarizes the series. The tapes were produced by a writer-producer from the school system's radio station, a photographer from the Board of Education, and the Director of the Title I Instructional Materials Center.

The video-tapes present classroom teachers demonstrating the materials and methods with children in a simulated classroom atmosphere. The content of the films is clearly and systematically presented, and the participation of children provides a realistic context for the demonstrations. The performers were, perhaps, a bit camera-shy, but that is not expected to impair the usefulness of the films for acquainting Title I primary teachers with the new reading series.

Youth-Tutoring-Youth:

Underachieving students have made remarkable gains in their learning as a result of tutoring other students. The principle behind the Youth-Tutoring-Youth program is that tutoring itself is a route to learning; the responsibility of tutoring others motivates the tutor to learn the subject he must teach.

With Title I funds St. Louis Title I schools employed 178 underachieving high school students to work with 290 younger students in Title I elementary schools. The tutors were freshmen and sophomores who were recommended as underachievers by their high school principals. Students recommended by the principals were screened by the Neighborhood Youth Corps agency to select students from poor families.

The tutors who were selected were assigned to their neighborhood elementary schools, whenever possible. Each tutor worked with a younger child using standard textual and supplementary materials. An area in school was specially set aside for the activity. Workbooks, games, and audio-visual materials were available for the instruction in reading, arithmetic, and language. In some cases, tutors made their own materials. Each week the tutors submitted reports to their teacher supervisors on the skills they had taught, the teaching methods and materials they had used, and their plans for the coming week.

A classroom teacher supervised the work of the tutors in each school to which tutors were assigned. The teacher-supervisors recruited the younger children to work with the tutors. They also helped the tutors plan their lessons and advised them on appropriate materials and methods. They were responsible also for reporting on the progress of both the tutors and the younger students.

The goal of the program was to improve the academic achievement of the tutors, and thus to improve their general adjustment to school. It was expected that scholastic achievement would help the tutors gain a clearer perception on their interests and aptitudes, a clearer sense of direction for the future. The responsibility and dignity conferred by the teacher-role were expected to help the tutors value themselves more, to increase their self-confidence.

The consensus among teacher-supervisors was that those goals were achieved. They also reported that the younger students' achievement appeared to improve. A pressing need for programs like this one is a strategy for determining more precisely what the participants do achieve. Clearly, pre- and post- standardized achievement tests are not feasible to use in an eight week summer program, but tests using performance-based criteria would help sharpen the objectives of the program and give a clearer reading on its success.

COP Program:

In June, 1970, a new program began for recruiting and training teachers for Title I schools. The Career Opportunities Program has recruited 175 people from poverty backgrounds to become teachers in inner-city schools. Forty-five of the participants are recently discharged veterans, forty are former teacher aides, and ninety are Title I high school seniors. The program provides a stipend for the participants while they work half-days as teams in the thirty elementary schools. They spend the other half-day in academic training. Title I financed stipends for some teacher aides and salaries for their instructors during the summer pre-service training session.

Full-O-Fun Camp:

The "Full-O-Fun" camp is sponsored jointly by the Union Electric Company and the Board of Education with Title I funds. The program provides a day at a camp in the country for nearly 3,000 inner city children during the eight week summer school. The camp overlooks the Meramec River near Pevely, Mo., and is owned by Union Electric. Union Electric provides the site, transportation, and meals for the children, while Title I pays salaries for the program coordinator, four teachers, two aides, and four student leaders.

Facilities at the camp include a recreation hall, first aid station, playgrounds, dining room, ball fields, and an amphitheater. During a typical day the children watch films, sing, go on nature walks, have lunch, play games, and work with crafts. The grounds contain an old train car, a caboose,

and a surplus airplane that the children especially enjoy. Teachers allow time the day after camp for the children to share things they learned and to show the crafts they made. Both children and teachers report favorably on the camp experience.

Black Studies Curriculum Project:

The purpose of the Title I Black Studies curriculum project was to create a series of radio programs, Black Studies bibliographies, and a variety of other materials for immediate use in Title I schools. In that process, the project has trained a cadre of thirteen teachers who have special knowledge of Black Studies research. Their knowledge and skills can be useful to the system in refining and expanding the Black Studies Curriculum.

The thirteen teachers were led by a supervisor who had done graduate work in black studies and taught the subject in workshops on the university level. In addition to the supervisor, a consultant on Black History worked for a time with a group to teach them research skills.

The group collected information about prominent Black explorers, writers, inventors, athletes, politicians, scientists, artists, educators, social reformers, scholars, athletes, performers, churchmen, soldiers, and businessmen. Bibliographies were compiled and published for use by Title I teachers.

From those materials, the group selected thirty-two outstanding people and wrote radio scripts telling about their lives and accomplishments. The radio programs are 15 minutes long and will be presented as a part of the "Mr. Achiever" radio series on KSLH, the St. Louis Board of Education's FM radio station.

Posters were made of five Black men who have made outstanding contributions. Posters represent the achievements of Paul Lawrence Dunbar, the poet; Harriett Tubmen, organizer of the underground railroad during the Civil War; W.E.B. DuBois, the scholar and social reformer; Richard Allen, a religious leader; Charles Drew, discoverer of the method for typing blood. The posters were designed by an artist in the group; copies of each poster have been printed and distributed for display in the Title I schools.

Calendars with red letter dates in Black History were also published. Each Title I school will receive copies of the calendar for reference in social studies classes. All of the materials were presented by the group to Title I faculties at an in-service meeting in September.

LINCOLN OPPORTUNITY HIGH SCHOOL

EVALUATION REPORT 5

ESEA Title I Component III 1969-70

evaluator: Dorothy Pillman

St. Louis Public Schools Division of Evaluation & Research
1517 South Theresa Avenue
St. Louis, Missouri 63104

LINCOLN COMPREHENSIVE HIGH SCHOOL

Contact: Warren Banks, Principal
Lincoln High School
5017 Washington Ave - 63108
367-5230

Time: 3 Months

Number of Participants: 200

Staff:

1 Teachers
1 Counselors
1 Clerk
1 Librarian
1 Social Workers

Cost of Program: $ 9446.732

LINCOLN OPPORTUNITY HIGH SCHOOL

PROGRAM SUMMARY:

Lincoln Opportunity High School is organized to answer the problems of students suspended from the regular high school programs in St. Louis Title I high schools. At Lincoln the students can continue their education while they improve the kinds of attitudes and behaviors that caused their suspension. In most cases, the suspended students' behavior in the regular high schools disrupted other students' learning, or their very poor attendance made it necessary to exclude them from the usual high school program. Other students at Lincoln have problems with studies, motivation, attitudes, etc. The curriculum and supportive service program developed for Lincoln High are focused on personal, social, and academic rehabilitation of these students who are lost to the conventional schools.

Language arts and math in the high school are taught on several levels to accommodate the varying degrees of preparation of the students. Each student is assigned to a level of each subject that fits his current school performance as indicated by achievement test results. There is no time limit for mastering any skill or any amount of subject matter; the student proceeds at his own pace and advances to a higher level whenever his progress warrants it. This curriculum was developed to permit each student to succeed. Class sizes are kept at 12.

The school employs a proportionately large number of counselors and social workers to deal with the special needs of troubled young people. There is a counselor for every 72 students and a social worker for every 144. Counseling schedules are flexible. Social workers deal both in the school and in the community with the more severe student problems. A work coordinator handles job placement for the work-study component of the project and counsels students after they have been placed.

The school accommodates 288 students. Last year a total of 428 students attended Lincoln at one time or another. The attendance rate at Lincoln was 81.4%. (The Title I high school average was 85.5%.) An average of 45 students were tardy each day. One hundred forty-seven students withdrew from Lincoln; 39 were suspended; the remainder got jobs, got pregnant, went into the military, etc. A total of 152 students were returned to their regular high schools.

The last evaluation of Lincoln Opportunity High School was performed in 1969 by Dr. Ivan Russell, then on the staff of the University of Missouri at St. Louis. Dr. Russell's evaluation reviewed the program for the 1968-69 school year. That evaluation

produced a list of 20 recommendations for improving programs. Eight of the recommendations were selected for primary emphasis during the 1969-70 school year.

At the beginning of the year, the staff reviewed all twenty recommendations. Following that, they formed small task groups and selected the recommendations that the groups felt they could do something about. They then returned to larger groups to agree upon the recommendations on which to concentrate. Again, they met in small groups to develop plans for implementing each specific recommendation. The progress in each task group was reported back to the whole group at weekly meetings.

Whenever possible, steps were taken immediately during the school year to follow the recommendations. Recommendations that required some special training of faculty and staff became the agenda for a summer school training session. Last minute readjustments in funding for Title I summer school denied funds for a workshop providing structures and techniques for effective small group work. The summer school did allow the staff some practical training in psychology and sociology as those disciplines relate to needs of typical Lincoln students.

The evaluation for 1969-70 recommends a careful reexamination of the objectives of the program, the means of diagnosing students' needs, the instructional program, and the means for measuring the project outcomes. Assuming that the objective of Lincoln is to rehabilitate students, the evaluation presents data about the performance of 61 students who were returned to regular high schools in January, 1970. (See p.104) The expectation is that the data will serve as baseline information for establishing performance criteria for the high school.

MONITOR'S REPORT:

An evaluation of Lincoln High School has to consider the difficult task the school has undertaken. The typical Lincoln student has been cast out of the regular school. He is hostile toward school, and schools have regularly returned the hostility. His environment outside school counters the school's intents. While in the regular high school, the typical Lincoln student was either surly or openly disruptive in his classes. He passed very few courses, was involved in no outside activities, and attended very irregularly.

Lincoln's goal is to take such students, treat them with understanding, support, skill, and success--and return them to the regular high school, happy, productive, and adjusted.

Everyone concedes the necessity of an endeavor like that, and it is only fair to regard with patience a project that has assumed so ambitious and difficult a function for the school system.

It would be easy for an evaluation to assume a captious or sanctimonious tone in talking about the shortcomings of Lincoln Opportunity High School. It is true that the attendance rate at Lincoln is 4% below the average Title I high school's attendance rate. Simultaneously it is true that the typical Lincoln student had a notorious history of absenteeism before entering the special high school.

It may also be true that when Lincoln's students return to the regular high school, many of them resume their previous academic failure. Lincoln also has a higher dropout rate than have other high schools. It is true, however, that Lincoln has the most difficult of the difficult students--that every student who does improve when he returns to his regular high school is more than a mere success; he is a success against extraordinary odds. The students Lincoln loses are students that have already been suspended from school at least once. They are often considerably over age and behind in credits, with little real prospect of graduation from high school. The pressures for dropping out are greatest on these students, and their behavior problems are difficult to cope with.

Last year's evaluation produced a list of recommendations for the project. Largely, the evaluation re-identified the instructional parameters that were already assumed from the beginning of the project. For the most part, the Lincoln staff was willing to accept the recommendations as goals for the project.

The Lincoln staff selected eight recommendations for special emphasis during the 1969-70 school year. Staff members were selected to specialize in remedial techniques, to design a prescriptive curriculum for math and English, and to share their skills with other teachers of those subjects. Greater effort was made to deal with adjustment problems of students so that they could be returned to and succeed in regular high schools. More emphasis was placed upon staff team work and morale. More effort was given to relating the curriculum to the needs of the students.

Two special in-service sessions were planned for the summer of 1970. The programs were to provide additional training to enable the staff to fulfill the recommendations of the 1969-70 evaluation. A program was scheduled for teaching special techniques and structures for creating an open, sharing atmosphere in classrooms and in group guidance sessions. The program was to offer carefully defined techniques for working through interpersonal problems in a school setting. That in-service program was cancelled when Title I funds for summer school were cut back.

The in-service session that was offered combined the study of adolescent psychology, abnormal psychology, child psychology, and sociology with normal summer teaching duties. The 15 teachers in the summer program formed two groups: the first group taught from 8:00-10:00 each morning and then attended the college courses from 10:00 until noon; the second group had the course work from 8:00-10:00 and then taught until noon.

The courses were taught by qualified members of the Lincoln staff and led toward certification of the participants for teaching special education. The approach of the psychology course was to use insights from articles and texts to prepare case studies of students enrolled in Lincoln summer school classes. The sociology content dealt with issues of slum environment and minority groups.

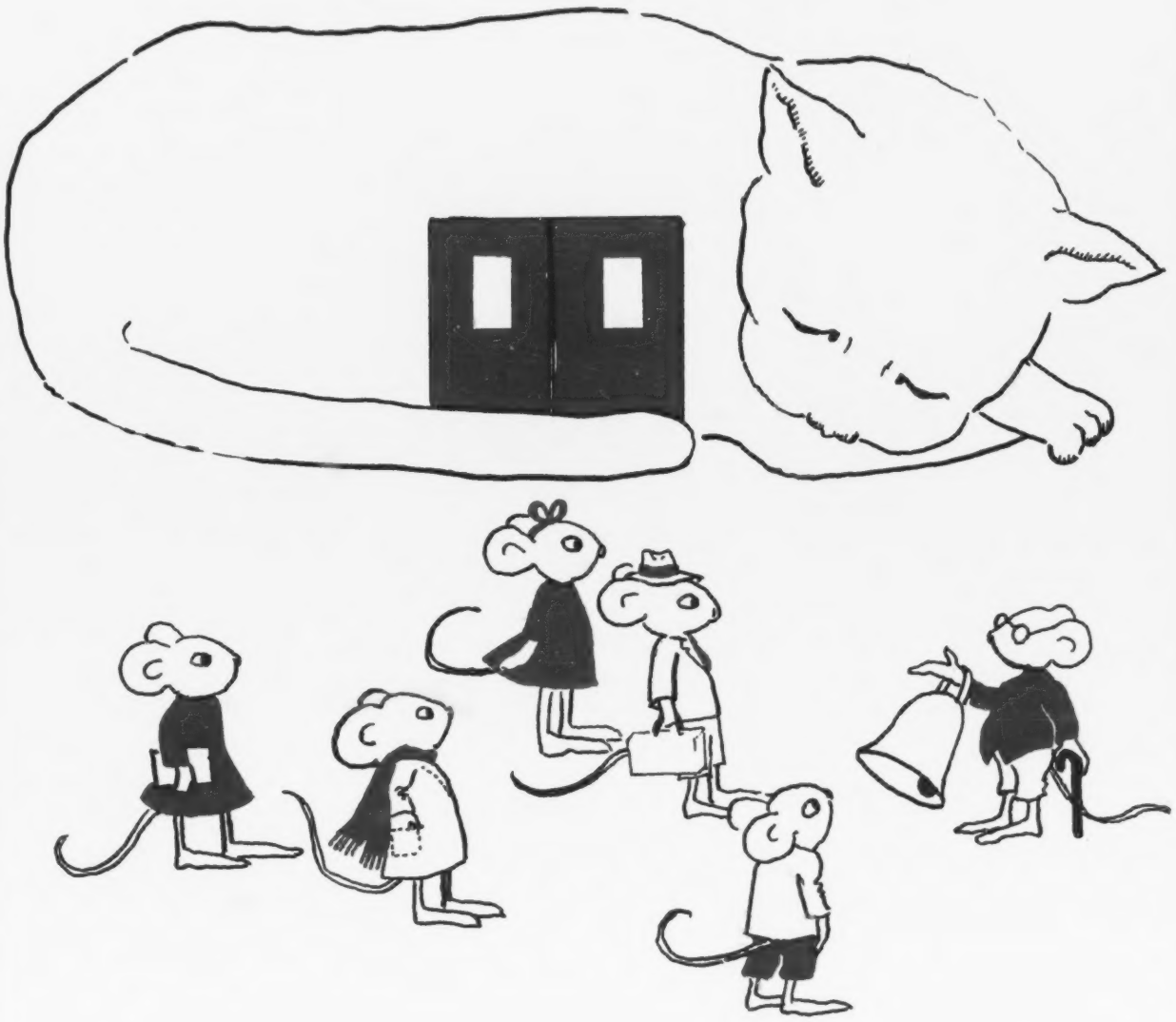
RECOMMENDATIONS

Last year's evaluation points up some evaluation problems that are difficult to avoid. The project was trying to perform a most difficult task; an outside evaluator pointed out discrepancies between the project's goals and its achievements. There was some resentment because the evaluator seemed insensitive to the personnel and the problems of Lincoln. Responses to recommendations imposed from outside can be expected to be less productive than recommendations generated from within the project itself.

Our recommendation is that the project spend a year re-defining and clarifying its own objectives and processes. The school has been in operation now for four years and is in a position to ask and to answer some hard, basic questions. Is, for instance, the goal of the school actually to rehabilitate, to significantly improve the behavior of troublesome high school students so that they can function constructively in a normal high school setting? Or is the school to be only a place that copes with students that the regular schools reject? Or is the objective something else? Whatever the objective, is it really feasible? Are all the programs in harmony with the objectives? Can we demonstrate that each component of the project contributes substantially to achieving the objectives? What performance criteria are appropriate for this project?

Any system consciously designed to increase learning or change behavior must be concerned with four processes: (1) It must identify the characteristics that make up the behavior it wants its participants to show. (2) It must diagnose the entry level of the participants with regard to competency in the desired behavior. (3) It must provide the instructional process that will lead the learner from his entry level to the desired competency level. (4) It must measure the outcome to see whether the instructional process has worked.

Who is to bell the cat?



It is easy to propose
Solutions.

Aesop

As self-evident as the total instructional process may seem, many systems lose sight of it. Often projects get so absorbed in the instructional program itself that they lose sight of the goal, the diagnosis of entry level, and the measurement of outcomes. It is understandable that that should happen because the instructional phase of the process is so demanding. Still it is only one phase of the process. If one has not clearly defined what behavior he desires of the participants, the instruction will lack focus and relevance. If one has not diagnosed the entry level, the instruction is apt to be inappropriate for the learner. And if one does not measure the outcomes, he can have no notion of whether what he has been doing is worthwhile. And in all cases there must be harmony between the goals, the diagnosis, the instruction, and the measurement.

We suggest that next year Lincoln's staff, in cooperation with the Division of Evaluation and Research, systematically clarify and focus the goals of the program, the procedures for diagnosing students' entry level, the instructional processes, and the means of measuring outcomes. We assume that the major goal of Lincoln continues to be to adjust students socially and academically so that they can succeed in a traditional school setting. Assuming that goal, we anticipate the following concerns arising in next year's evaluation:

I. Identify the characteristics that make up the behavior the project wants students to show.

   A. Is an objective to adjust the students social behavior so that they do not get sent from class, behave disrespectfully toward teachers, fight with other students, etc., when they return to regular schools?

   B. Is the goal to increase academic ability so that students do not fail so many classes?

   C. Is the goal to increase attendance?

   D. Is the goal to prevent dropouts?

   E. Assuming that all of the above are valid objectives of the project, are there priorities among them?

   F. If there are interrelationships among the objectives above, what are they?

II. Diagnose the entry level of the participants.

   A. What data is available to provide an accurate reading of the students' entry levels?

   B. To get an accurate reading of entry level, does more elaborate data become necessary?

III. Provide the instructional process that will lead the learner from his entry level to the desired behavior.

A. What learning routes are most appropriate for each behavior and learning problem?

B. Do changes need to be made in the curriculum and structure of the school to account for the varieties of behavior and learning problems of the students?

IV. Measure the outcome to see whether the instructional process has worked.

A. What measures are appropriate for each behavior change?

B. What degree of improvement indicates satisfactory performance for the project?

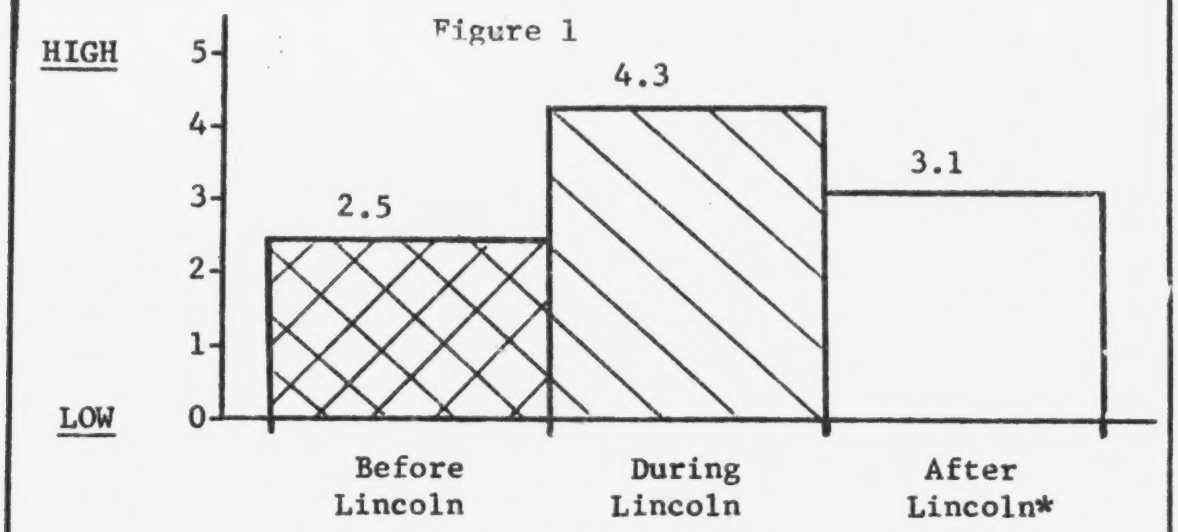
We believe that the project can profit most at this stage by reexamining its objectives in light of its four years' experience, by making certain that student diagnosis and the instruction programs promote achieving the goals, and by developing persuasive measures to determine whether the objectives are being met. Drift and preoccupation with mere tasks and processes can be lessened if a project has clearly defined, specific objectives and has directed its resources efficiently to achieve its objectives.

We suggest that the baseline data in the following section may be helpful in planning the evaluation. We include attendance and tardiness data and information about students' reasons for leaving Lincoln. In addition, we present information about students who were returned to regular high schools in January, 1970.

There were data available for 61 of the 70 students who returned to their home high schools after the first semester of 1969-70. For all 61 we report the proportion of the credits they earned in relation to the credits they attempted before going to Lincoln, while they were at Lincoln, and in their first semester after their return to regular high school. For 26 of the 61 students we were able to obtain citizenship scores before Lincoln, at Lincoln, and for the first semester after their return to their home high school. That information for the remaining 35 students was not available.

Figures 1 and 2 below give simplified illustrations of some students' performance for one semester before they attended Lincoln, while they attended Lincoln, and for one semester after they returned to regular classes in other high schools. Figure 1 shows the average number of credits earned by 61 students at these three points in time. The students earned only 2.5 credits per semester in regular classes; at Lincoln they almost doubled their average number of credits earned per semester (4.3). When the students returned to regular class, they did not maintain the Lincoln performance level, but they did earn an average number of credits (3.1) that was almost midway between their pre-Lincoln and at-Lincoln averages.

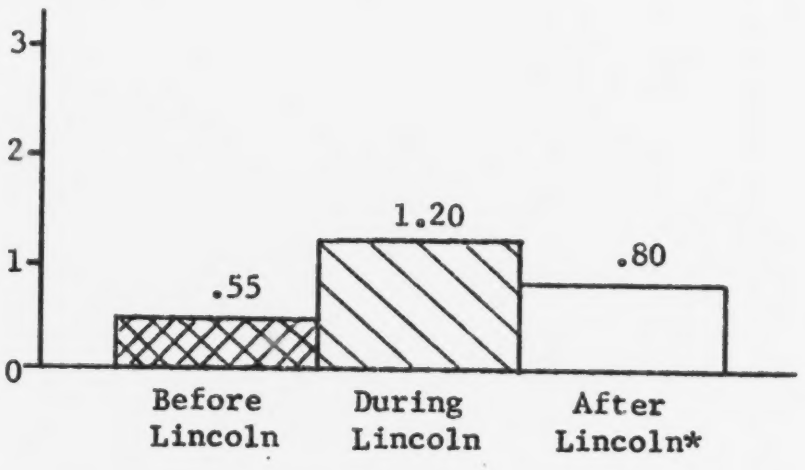
Figure 1



Average Student Credits Earned Per Semester Before, During and After Lincoln Opportunity High School
(N=61)

Citizenship grades prior to their attendance at Lincoln were available for only 26 of the 61 pupils. Here, too, is the same pattern of poor performance, improved performance at Lincoln, and then an average of the two performance levels after the students returned to regular classes. Because the 26 students were not randomly selected, one must be cautious in inferring conclusions about the citizenship performance of all the students.

Figure 2

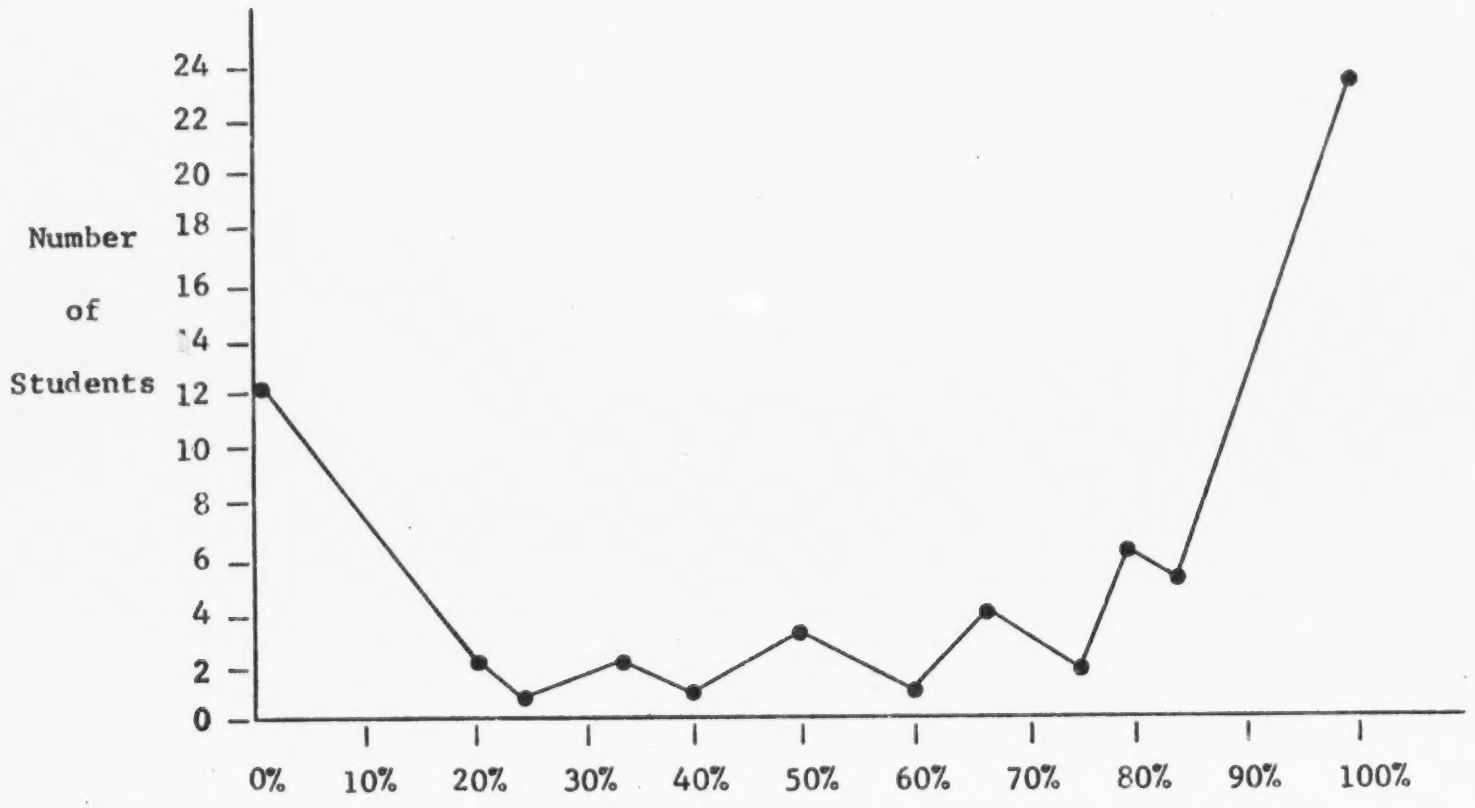


Average Student Citizenship Grade Received Per Semester Before, During and After Lincoln Opportunity High School
(N = 26)

*Information available for one semester only.

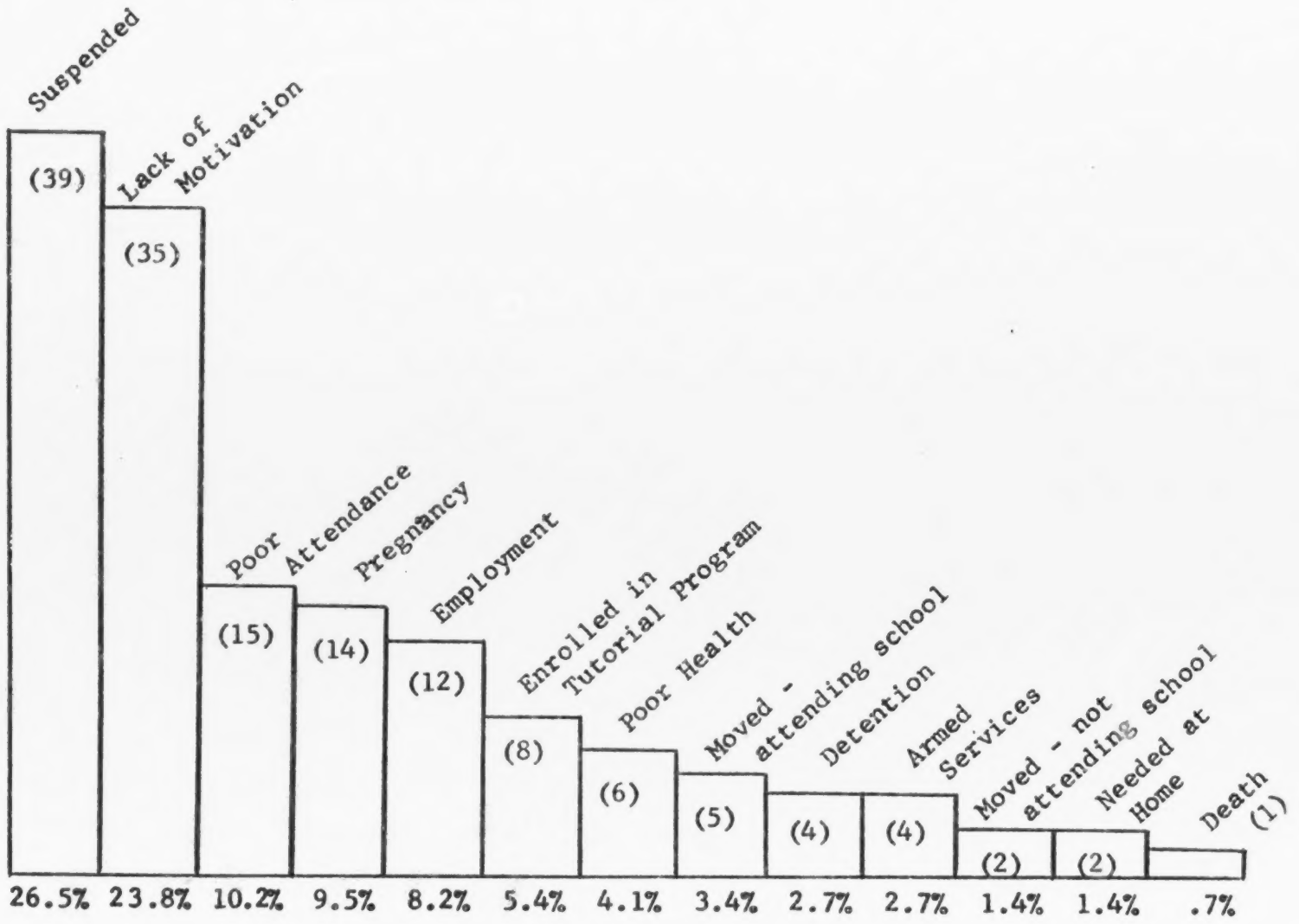
Figure 3 shows the percentage of credit each of the 61 students received for courses they attempted after Lincoln High School. For example, 23 students received credit for all courses they attempted; one student received 60% credit for all courses he attempted; and 12 students attempted courses, but did not receive credits. For all 61 students, the average percentage of credits earned in relation to credits attempted was 66%.

Figure 3



We also looked at reasons given by students for leaving Lincoln High School (Figure 4). More than a fourth of the students who left during the 1969-70 school year were suspended, with all other withdrawals falling into a variety of reason-categories.

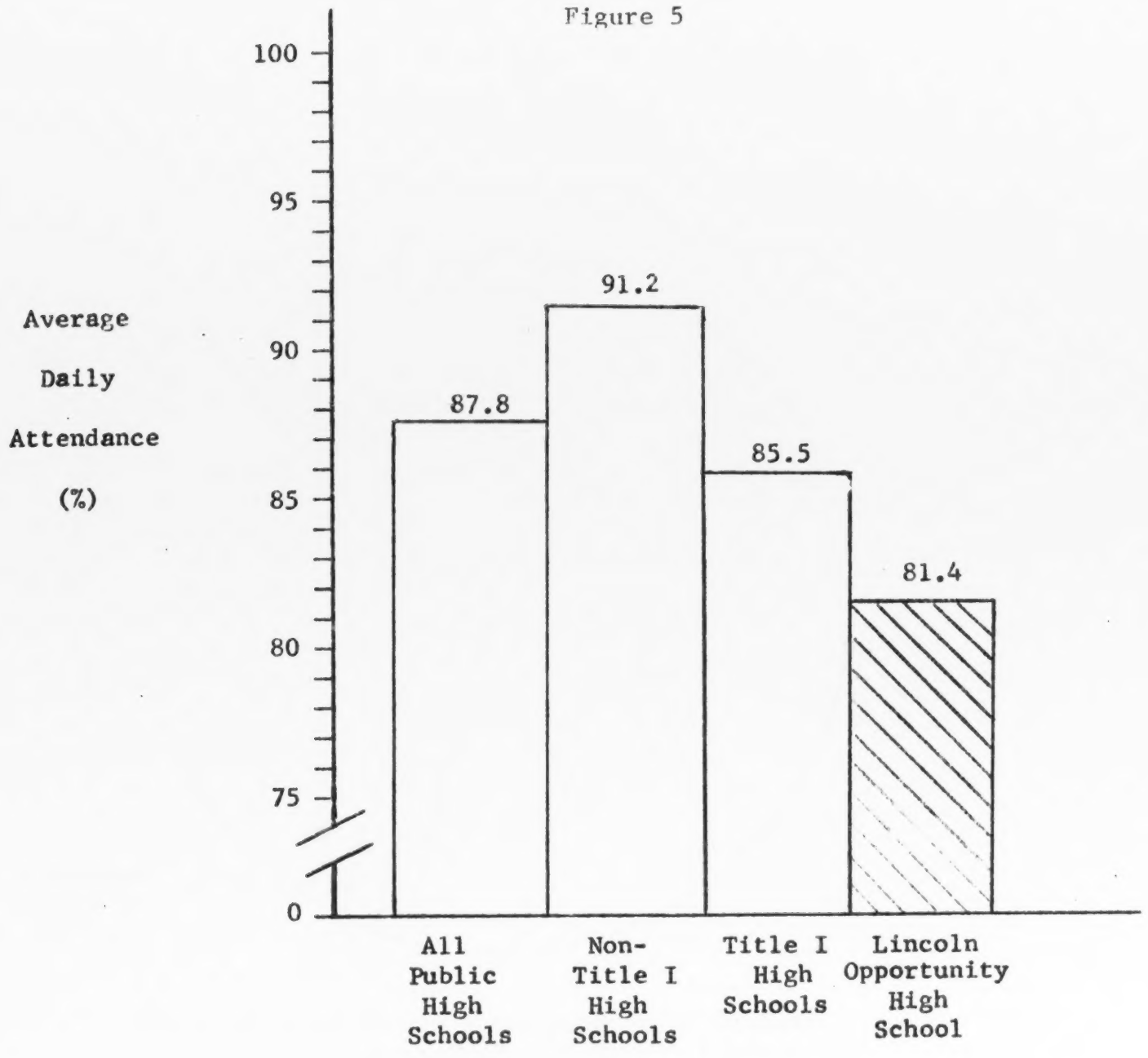
Figure 4



Distribution of Students' Reasons for Leaving Lincoln Opportunity High School
During the 1969 - 70 School Year
(N = 147)

As a Title I school, Lincoln contributes to the attendance report for all Title I high schools. In Figure 5 we show some attendance figures for all high schools, non-Title I, Title I high schools, and Lincoln High School by itself. We expect next year to compare the attendance rates for individual students before they come to Lincoln, while they are at Lincoln, and after they return to regular high school classes.

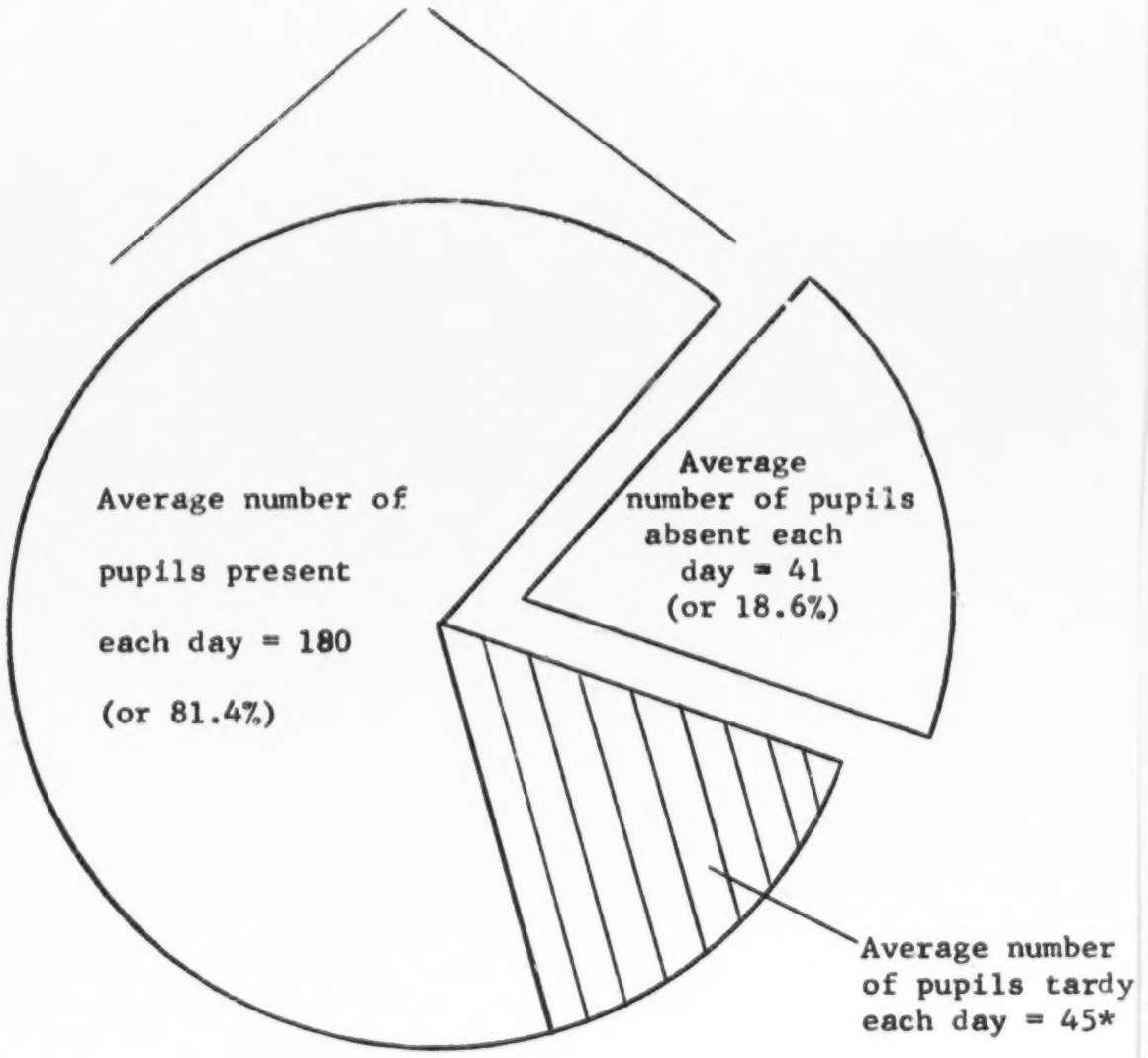
Figure 5



Attendance Rates of St. Louis Public High Schools

Figure 6 shows the relationship of tardiness and absence to the Average Daily Enrollment (ADE). Lincoln can accommodate 288 students, but over the whole school year, the ADE is only 221 pupils. Of these 221 students, an average of 180 (or 81.4%) were present each day of the 1969-70 school year and 41 (or 18.6%) were absent. Of the average of 180 students present each day, 45 (or 25%) are tardy: one out of every four students is late to school.

Figure 6


AVERAGE DAILY ENROLLMENT = 221 PUPILS
Average number of pupils present each day = 180 (or 81.4%)
Average number of pupils absent each day = 41 (or 18.6%)
Average number of pupils tardy each day = 45*

Average Daily Attendance and Absence Rates for Lincoln Opportunity High School in Relation to Average Daily Enrollment

*The 45 pupils tardy daily represent 1/4 or 25% of all pupils present each day.

We expect that the kind of information we have begun to gather can become useful both for establishing and monitoring performance objectives. Hopefully, the follow-up studies of students who return to regular high schools can lead to an understanding of the kinds of students the project is able to help most. Information of that sort can be useful for refining the clinical function of the school and for developing guidelines for the kinds of students who should be sent to the high school.

A boy was about to be hanged for stealing. At the gallows, he asked for a word with his mother. He put his mouth to her ear, and under pretext of a whisper, bit it clear off. He then spoke to the crowd, reminding them that his fate was caused by his upbringing.

MORAL

We are either made or marr'd, in our education, and governments, as well as private families are concerned in the consequences of it.

Aesop

illustrator: D. Drawer